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ABSTRACT

This action research project evaluated an intervention to motivate elementary students to be more responsible for their learning. Participating was a targeted class of fifth graders in a medium-sized rural community in northern Illinois. The problem of inadequate class participation and percentage of homework completed was documented through surveys given to 28 fifth graders, parents, and 32 teachers; observation checklists; and student records. The intervention consisted of: (1) a teacher-made assignment notebook for student to record homework; and (2) the establishment of student base groups that worked with the teacher to develop and maintain classroom strategies and projects. Instructional activities were developed using a multiple intelligences approach, involving student interaction and social skill development, and involving cooperative learning. A multiple intelligence questionnaire was completed by students the first week of school. Cooperative activities were implemented with "pair share" partners and within base groups. Project Charlie, a self-awareness program, was also implemented. Each student was also assigned a different class job to perform every week. Post-intervention data indicated an increase in the students' prompt homework completion to over 90 percent and an increase in class participation to close to 100 percent in both small and large groups. Results from student surveys indicated that over 75 percent found the homework assignment notebooks helpful and that students enjoyed the activities that encouraged class participation. (Fourteen appendices include data collection instruments and sample classroom materials. Contains 41 references.) (KB)

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IMPROVING ELEMENTARY STUDENTS' MOTIVATION

Michelle Pierce

An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field-Based Masters Program

Chicago, Illinois

May, 1997

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ABSTRACT

This report describes a program for motivating students to be more responsible for their learning. The targeted population consists of elementary students in a medium-sized rural community experiencing rapid growth, and located in northern Illinois. The problems of inadequate class participation and percentage of homework completed will be documented through surveys, observation checklists, and student records.

Analysis of probable cause data reveals that students reported a lack of desire to participate due to not feeling accepted by their teachers and peers. Poor organization and time management also contribute to the problem. Reviews of literature suggest that assignments may not be meaningful and enjoyable for the students.

A review of solution strategies suggested by researchers, combined with an analysis of the problem setting resulted in the selection of two major categories of intervention: a teacher made assignment notebook for students to record homework; and the establishment of base groups that work with the teacher to develop and maintain classroom strategies and projects.

Post intervention data indicated an increase in the students' homework completion and class participation.

TABLE OF CONTENTS

CHAPTER 1- PROBLEM STATEMENT CONTEXT....1

General Statement of the Problem....1

Immediate Problem Context....1

The Surrounding Community....3

National Context of the Problem....4

CHAPTER 2- PROBLEM DOCUMENTATION

Problem Evidence....6

Probable Causes....14

CHAPTER 3- THE SOLUTION STRATEGY

Literature Review....18

Project Objectives and Processes....24

Project Action Plan....25

Methods of Assessment....31

CHAPTER 4- PROJECT RESULTS

Historical Description of the Intervention....32

Presentation and Analysis of Results....41

Conclusions and Recommendations....45

References Cited....52

Appendices....55

Appendix A - Surveys....55
Appendix B - Multiple Intelligence Surveys....58
Appendix C - Appointment Sheet....62
Appendix D - Picture Frames....63
Appendix E - Cooperative Lesson Plans....64
Appendix F - Cooperative Group Evaluation Form....66
Appendix G - Project Charlie Lesson....67
Appendix H - Class Meetings Recording Sheet....71
Appendix I - Daily Assignment Sheet....72
Appendix J - T-Chart....73
Appendix K - Student of the Week Sheet....74
Appendix L - Student Exhibition Form....75
Appendix M - Rubric....76
Appendix N - Observation Checklist....77

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

The students of the targeted fifth grade class display a lack of motivation as evidenced by a low percentage of completed homework and involuntary class participation. Evidence for the existence of this problem includes teacher observations, records, and surveys.

Immediate Problem Context

There are 1,050 elementary students currently enrolled in the targeted elementary school. The school is one of six elementary facilities that educate students in preschool through sixth grade levels. The population consists of 81.1% White, 16% Mexican-American, 1.6% African-American, 1% Asian-American, and 0.3% Native American. Of these students, 21.1% of the population are eligible for reduced-priced or free lunches. The school has an attendance rate of 94%, with a chronic truancy rate of 1.3%. The student mobility rate is 20.4%.

The staff includes one principal, one assistant principal, 36 classroom teachers, two Educably Mentally Handicapped (EMH) teachers, two Behavior Disorder (BD) teachers, one art teacher, one music teacher, three physical education teachers, and one librarian. Support staff includes three Chapter One reading resource teachers, three Learning Disability (LD) resource teachers, one gifted instructor, two speech therapists, one Transitional Program Instruction (TPI)

instructor, one nurse, three library clerks, and four teachers assistants. The office is staffed with four secretaries. The teaching and administrative staff are 100% White with an average of 17 years of teaching experience. Fifty-five percent of the staff currently hold Master's Degrees, 10% are currently enrolled in a master's program and the remaining 35% possess Bachelor's Degrees. There are 63 females and 5 males within the teaching, support, and secretarial staff. The administrative staff at the school is of the male gender. The teacher-pupil ratio is 24:1 in kindergarten through second grade (25 pupils per classroom being maximum class size) and 29.5:1 in third through sixth grade (30 pupils per classroom being maximum class size).

The targeted school facility was built in 1956, and was originally designed and utilized as both an elementary and junior high school for the community. In 1966 there was an addition of eight elementary classrooms added to the facility. The following year (1967), the junior high offering, in this combined school, was relocated to another facility. The targeted school facility was then divided into two, separately administrated, elementary schools. The facility became one elementary school in 1969.

The school is located in a residential area. A majority of the students live in the immediate area while some are bussed in from the surrounding subdivisions. The students in pre-kindergarten through sixth grade levels are educated in self-contained classrooms. The students are heterogeneously grouped in English, math, reading, science and social studies disciplines. Time devoted to core subjects in intermediate grade levels on a daily basis are as follows: reading and language arts, 107 minutes; math, 45 minutes; science, 40 minutes; and social science, 40 minutes. The district uses the Silver Burdett Ginn Reading series, Addison Wesley Math series and the Heath Social Science and Science series. The students in first through sixth grade levels participate in physical education on a daily basis for 25 minutes and music instruction twice a week for 25 minutes. Students in the third through sixth grade levels receive art instruction once a week for 45 minutes. There are also a variety of special education programs for students including Learning Disability (LD) resource, Chapter 1 reading resource, Transitional Program Instruction (TPI), Behavior Disorder (BD), Educably Mentally Handicapped (EMH) and speech

therapy. Additional services available are district social workers, occupational therapists and psychologists (Belvidere C.U. School District 100, 1995).

The Surrounding Community

According to 1990 statistics, this Midwest community had a population of 15,958 people: 51.6 % female and 48.4% male. This population consisted of 93.3% White; 10.3% Mexican-America ; 0.6% African American; 0.4% Asian-American, Pacific Islander; and 0.2% Native-American, Eskimo, Aleut; and 5.5% are of other ethnic origins.

The socio-economic status of this community is represented by incomes ranging from under $15,000 to over $100,000. The median household income was $29,503 with a per capita income of $21,337. Seventy and one-tenth percent of the population are family households, 14.9% are single-parent households, 29.9% are non-family households, and 2.3 % are group households. The average number of people per household is 2.58. Of these households, 62.6% are owner-occupied with a median home value of $58,400 and 37.4% are renter-occupied with the median monthly rent of $303. Of these households, 8.1% reside in mobile homes .

This community's labor force consists of 8,184 people with a 6.7% unemployment rate. Educationally, 12.2% of this population have a ninth grade education, 16.9 % received no diploma, 41.1% are high school graduates, 22.1% have some college course work, and 7.7% are college graduates. The labor force includes 47.2% blue collar workers, and 25% white collar workers. The dominant employers of this community include an international automobile manufacturer, a major tool and die corporation, a nationally known food processing plant, a large paperboard company, a heat treating company, a beauty salon equipment supplier, a dairy product distributor, and a wire and tool manufacturer (Growth Dimensions, 1995).

The school district is a large community unit school district. There is one high school, one junior high school, six elementary schools, and a special education facility. Due to the growing

population, many schools have experienced a redefinition of space or construction of additional space.

The district's central office employs a superintendent, an assistant superintendent of business, an assistant superintendent of curriculum, and a director of special education. The board of education consists of seven members who are elected by the voters of the community. Each member serves a four year term without pay and can be reelected. The board makes administrative decisions regarding discipline, staffing, curriculum and the budget.

A local community concern is the rapid growth of the county 's outlying residential population. Between 1980 and April 1990, the population had increased 5%. By 1992, the population increased an additional 6%. If this growth rate continues, calculations suggest that the population will have increased 20% by the year 2000. A second concern is the growing racial tension and gang activity within the community. This became noticably evident with the recent violent activities at the various educational facilities. The district has initiated several intervention programs. One such program is Racial Ethnic Diversity Advisory Committee (REDAC). This program allows students the opportunity to discuss current issues and arrive at possible solutions. The group also goes to different educational facilities within the district and speaks about the issues in order to help others who face similar problems.

National Context of the Problem

The absence of motivation is contributing to low academic achievement among students. "Research examining intrinsic motivation in relation to children's academic achievement suggests that motivational orientation plays a significant role in academic performance, learning, feelings of academic competence, and perceptions of causality for academic success and/or failure" (Bronstein & Ginsburg, 1993, p. 1461). Educators also contend that if students lack motivation they are unable to reach their full academic potential. This leads to an unsatisfactory level of learning (Morganett, 1991).

Academic intrinsic motivation involves the enthusiasm of gaining knowledge by mastery introduction, inquisitiveness, continuance, task endogeny, and the learning of rigorous, difficult and novel tasks (Gottfried, 1990). Students who do not possess this type of willingness to learn may not benefit the same as their classmates who are motivated.

The variables of gender and ethnicity have shown differences in motivational levels among groups. In a recent study, students were divided into two categories of minority (Black and Hispanics) and the majority (White) to determine motivational levels. Descriptive statistics and analyses of variances were performed on the data collected. Results indicated the majority group (White) and males favoring motivation. The findings conclude the necessity for more in-depth studies on ethnicity and gender difference pertaining to motivation (Payne, 1993).Americans seem to differ from Chinese and Japanese counterparts regarding effort. Of particular importance to these ethnic groups is that they feel their efforts will determine academic failures and achievements. They believe their effort, rather than their innate ability, determines their achievement in school (Peng, 1993). "Thus, Chinese and Japanese students in general are more determined to study hard, more disciplined and motivated, and have better attitudes than their American Peers (p.3).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In an attempt to document the lack of student participation and homework completion in the targeted grade, three different surveys were given. The surveys were administered to the students involved in the study, to the parents of the students, and to all the elementary teachers in the teaching facility.

Twenty-eight of the thirty fifth grade students were given fifteen minutes to complete the survey about homework and priorities. Seventy percent of the students have a specific time that they complete their homework on a daily basis while the remaining thirty percent had no particular time to complete their assignments. Forty-four percent of the children complete assignments upon arriving at home, and nineteen percent complete assignments after dinner. Eleven percent of students complete homework right before bedtime while the remaining twenty-six percent responded to the category "other."

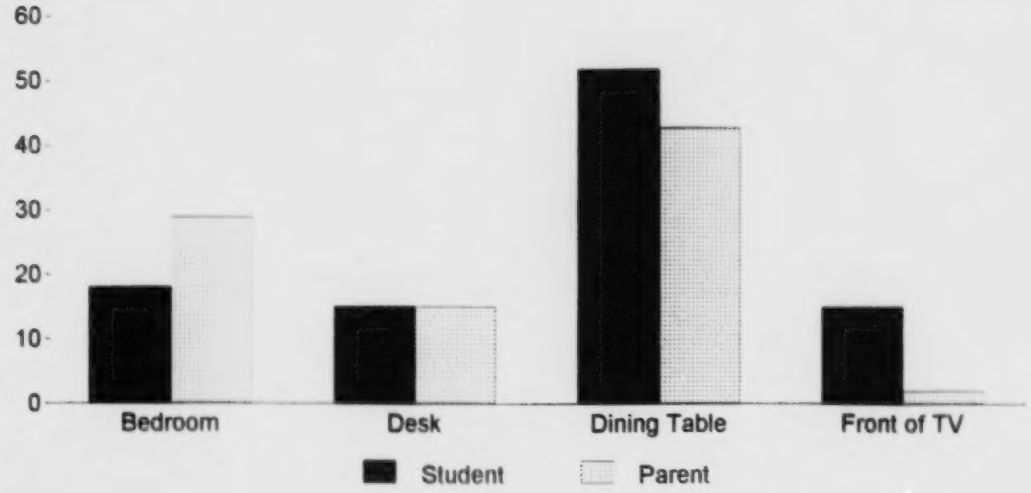

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Figure 1. Place of homework completion

Table one reflects similarities between parents and students about where homework is completed. Both groups indicated that there is a designated area where students do their homework. A major difference in location is shown by the nineteen percent of students who said they do their homework in front of the television; whereas, zero percent of the parents responded this way as this option was not given to the parents on their survey. However, eighty-eight percent of the parents said they monitor homework completion, and one hundred percent of the parents noted the location where their children do their homework. Parents did not indicate in front of the television when given the choice, "other."

n=27

Figure 2. Amount of homework completed the first three weeks of school.

The students had the highest amount of completed work the first week of school. The data suggest the pattern for completed assignments fluctuates on a weekly basis. The numbers show a decline in effort as the weeks progress. The last week indicates a significant decline from the beginning of the school year.

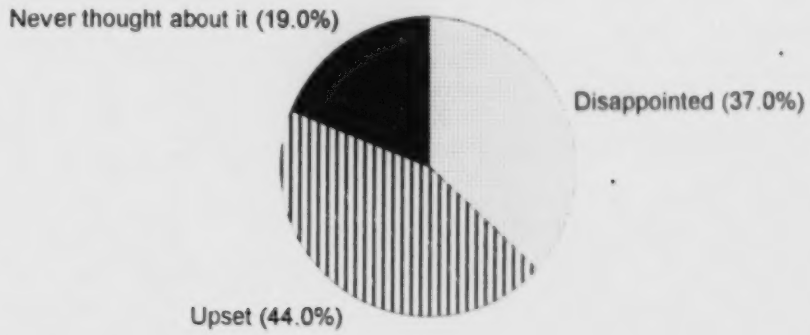

Figure 3. Students' feelings about late work.

The students were asked how they felt when they have a late assignment. An overwhelming eighty-one percent of the respondents had an unfavorable response to late work. The remaining nineteen percent had never reflected on their feelings about late assignments; however, it was not because they did not care.

The students and the parents were asked if there was a consequence at home for late assignments. The data show a major discrepancy between the two groups that responded. Eighty-five percent of the parents said there was a consequence at home for late work at school, while only forty-one percent of the children claim they have a consequence at home. The inconsistency between both groups indicates a major and obvious difference in views on the situation. If there are consequences at home, they are not given on a consistent basis informing the child of expectations on the parent's part.

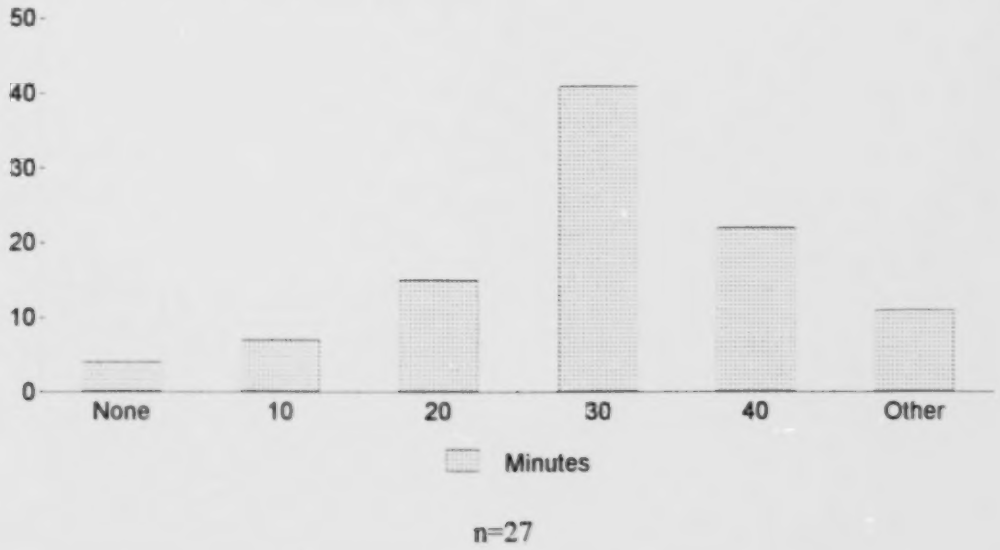

Figure 4. Percentage of time spent doing homework on a daily basis.

The data show a little over half of the students are spending the amount of time required for homework completion. Fifth graders are given a minimum of half an hour's worth of homework on a daily basis. This is indicated in the parent handbook so that parents can expect their child to be spending this amount of time on homework. The data indicate that a significant amount, thirty-six percent of the students, are not spending the required amount of time for homework completion. Three percent of the students indicated they spent no time working on homework; thus, contributing to the high amount of late assignments on a given day.

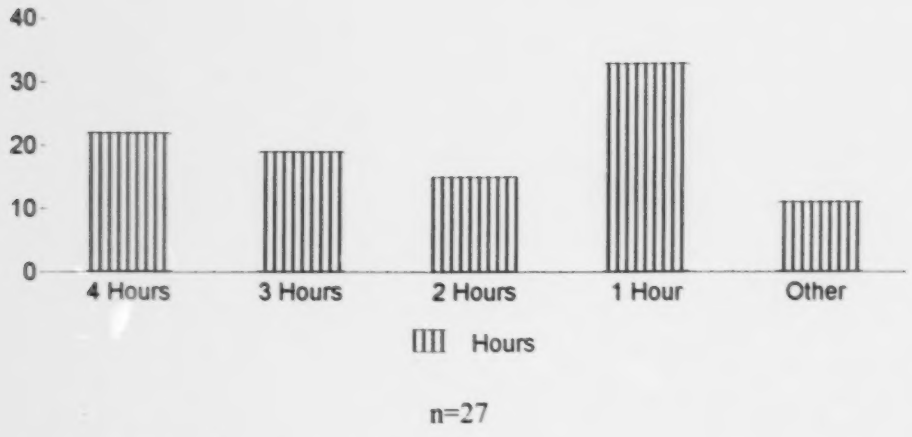

Figure 5. Amount of television watched on a daily basis.

Fifty-six percent of the students spend more than one hour a day watching television. One out of five students stated that they watch four hours of television on a daily basis. Seventy-four percent of the students also said they participated in at least one sport. Given the amount of combined time students spend watching television and playing sports, one could draw the conclusion that homework completion is not a priority.

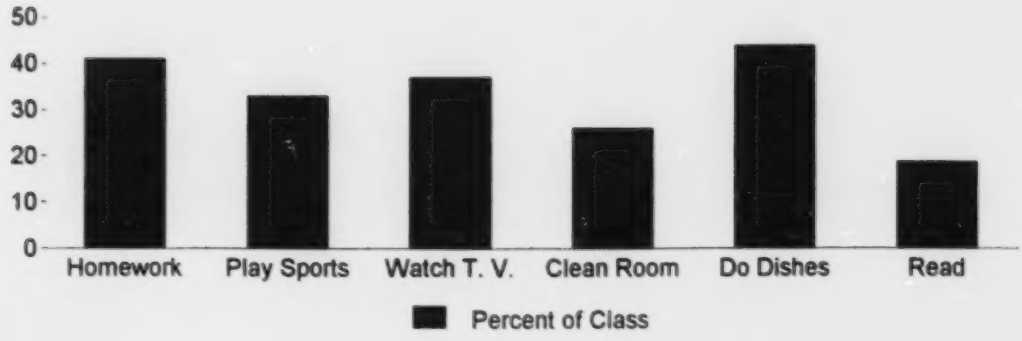

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Figure 6. Students' preferences on things to do upon arriving home.

Students were asked what they would prefer to do upon arriving home from school. The students were given the options: do homework, play sports, watch television, clean room, do dishes, or read. They were asked to rate their preferences in order from one being the most favorable to seven being the least favorable. The results show that the majority of the students chose homework as a first choice. With the homework completion rate as low as it is, the results seem to be a contradiction. If homework is a favorable choice, one might assume that the completion rate would be higher. Playing sports ranked closely to the first choice. The consensus was that students would rather do almost anything else including cleaning, washing dishes, or reading.

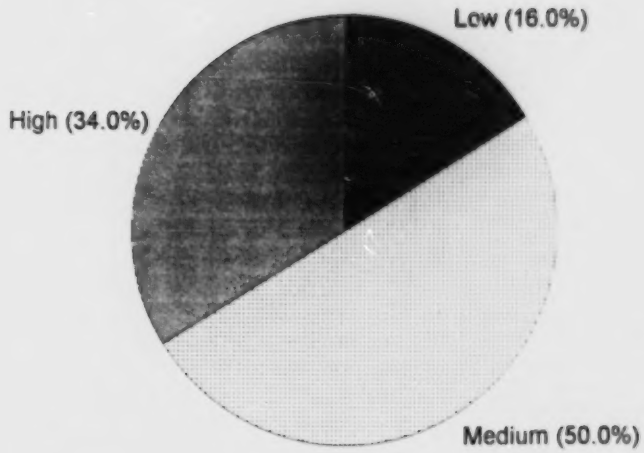


Figure 7. Teachers' responses to the amount of completed work submitted on a daily basis.

Thirty-two out of fifty teachers responded to the survey regarding homework completed on a daily basis. Only thirty-four percent of the teachers said they had a high completion rate for assignments. Half of the respondents said they have an average amount of completed work. Nearly one out of five teachers said they have a low rate for homework completion. Therefore, the majority of teachers maintain that a large group of their students are not consistently meeting homework expectations on a daily basis.

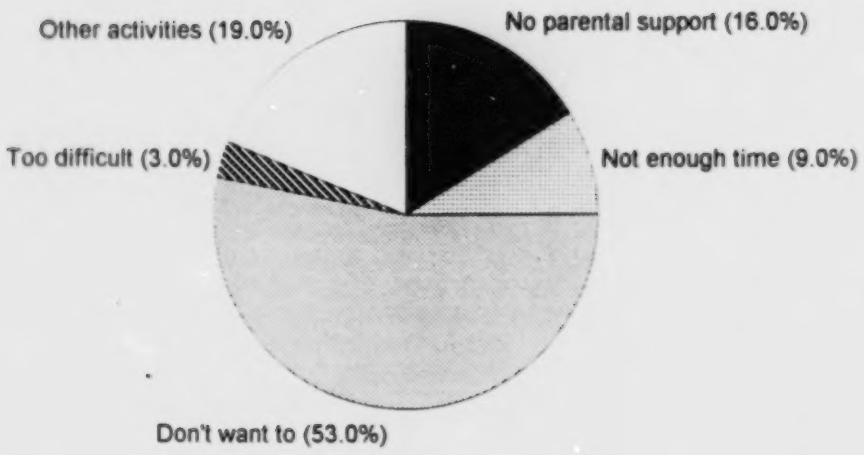


Figure 8 Teachers' opinions for late assignments.

Teachers stated a variety of reasons for late assignments. Nineteen percent felt that other activities took precedence over academics. Sixteen percent felt that there was not enough parental support. This factor would also contribute to the students' involvement in other activities. The parents are not communicating to their children that homework is a priority. The majority of educators felt that the major contributor to late assignments was that students simply did not feel like doing it.

Table 1

Class Participation For a Three Week Period as Indicated by Percentages

	Week 1			Week 2			Week 3		
Behavior	F	S	NY	F	S	NY	F	S	NY
Raises Hand	17	45	40	24	40	40	31	40	31
Small Group Discussion	31	41	28	28	45	28	28	48	24
Volunteers Whole Group Discussion	10	24	66	14	21	66	21	55	24

n=27

F= Frequently
S=Sometimes
NY= Not Yet

During the first few weeks of school a large number of students were reluctant to participate in any kind of class discussion. Nearly half of the students were not comfortable raising their hand in a group setting. Over half of the students would not participate in a group discussion. The children seemed to be more willing to be involved in small group discussion with only twenty-eight percent not participating at all. By week three there was a slight improvement in class participation; however, the numbers show the majority of students are either not participating at all or only part of the time.

Probable Cause

The literature suggests several causes for the lack of motivation in the academic setting. Forty percent of parents across the country believe that they are not devoting enough time to their children's education (Finney, 1993). As noted by the National Commission on Children in 1991, 72 % of students aged 10 to 13 said they would like to communicate more with their parents in regard to schoolwork. The older adolescent, 14 to 17 years of age, agreed with their younger counterparts. Communication between parents and students is not always possible due to the fact that 66 % of employed parents with children below the age of 18 maintain that they do not have enough time for their children (Families and Work Institute 1994). Evidence suggests that due to

the increase of single-parent homes, both parents working homes, and family members holding more than one job, families have more demands on their time.

Considering other family styles, it was noted by teachers that at times the type of family involvement can be a problem . Children who came from families with rules that were not clearly and consistently followed, or children from families that have a more authoritarian atmosphere tended to have problems in school. They exhibited less persistence, motivation , and satisfaction with their schoolwork. This research correlates with other studies that show similar findings. "Children from both permissive and authoritarian homes are less independent, less socially responsible, and perform more poorly in school than children whose parents are more democratic" (Bronstein & Ginsburg, 1993).

Bempechat noted (as cited Edleman,1994) that by the end of first grade students can lose enthusiasm for learning. By the time they reach high school they place more importance on their after-school jobs than on schoolwork. It is easier for most of them to see the quality in what they are asked to do at their jobs than the quality of the reading and calculating they are asked to do in school (Glasser, 1989). A large number of these students become less motivated to give sincere effort to test-taking strategies. This undermines test validity and genuine learning (Lawton, Paris, Roth, Turner, 1991).

During their college years students continue to spend a great deal of time working at part-time jobs. Three quarters of college freshman spend more than 20 hours a week working. More than 50 percent spend less than 45 minutes a day studying or doing homework. Almost 20 percent put in less than three hours of schoolwork in a week. Less than 10 percent claim to spend 16 or more hours on their studies (Janko, 1988).

Gardner suggests (as cited in Kennedy, 1994) that traditional teaching and testing focuses on only two of the seven multiple intelligences: logic and language skills. These intelligences contribute to the make up of the established "three R's reading, writing, and arithmetic." Children who do not learn best from these intelligences can be labeled deficient in these areas. The five other intelligences: musical/rhythmic, interpersonal, intrapersonal, bodily/kinesthetic, and

visual/spatial are equally important. When educators ignore the remaining five intelligences they risk children working against their own intelligence rather than working with it. Although children possess all of the seven intelligences they are not well endowed in all of them. The intelligences are not restricted to the two cognitive areas of words and numbers; however, they are the ones to be most likely rewarded when children start school (La Farge, 1994).

According to Glasser (1989) at least half of all students are making little or no effort to learn due to a belief that schools do not satisfy their needs. Homework assignments are not meaningful or enjoyable. There is no connection between assignments and real-life situations. Students do not understand the true value of homework and how it affects their knowledge base and their grades (Gajria & Salend, 1995).

Glasser admits (as cited in Gough, 1987) if a student feels no sense of belonging in school, or no sense of being involved in caring or concern, he will pay little attention to academics. Rather, he/she will spend more time focusing on developing and maintaining friendships in order to be accepted. According to Batcher (as cited in Goodenow, 1991) a sense of belonging is important to students from grade school through college.

> They have difficulty sustaining academic engagement and commitment in environments in which they do not feel personally valued and welcome. Social motives are especially prominent in early adolescence when young people begin more seriously to consider who they are and wish to be, with whom they belong, and where they intend to invest their energies and stake their futures. Because this period involves exploring aspects of personal identity separate from parents and family, youth come to rely more heavily than before on friendships and other non-kin relationships for support and direction. (Goodenow, p.3)

Glasser maintains that power is the central issue involved with all class problems. He contends that even the good student doesn't feel all that important at school, and the students who are academically challenged don't feel important because of their low grades. They begin to think to themselves, "I won't work in a place in which I have no sense of personal importance, in which

I have no power, in which no one listens to me." No one who is struggling in this type of situation will do intellectual work unless he or she has a sense of personal importance (Gough, 658).

According to Gottfried and Gottfried (1991) reward procedures that stressed extrinsic rewards or devaluation of competence were negatively associated with motivation and achievement . They also contributed to school behavior problems and less effective learning. Kohn suggests (as cited in Brandt, 1995) that rewards destroy the potential for real learning. They are ways of manipulating students. It is counterproductive to say, "Do this and you'll get that." Deci and Ryan refer to rewards as "control through seduction," (Brandt, 1995). Kohn maintains that rewards are most damaging when the task is already intrinsically motivating.

A summary of probable causes for the problem gathered from the site and literature include the following:

1. There is a lack of parental involvement.
2. Children devote more time to other activities than the completion of homework.
3. Children do not feel a sense of belonging in the classroom setting.
4. Educational needs are not met through a variety of teaching styles.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

Analysis of probable cause data suggests students' lack of motivation can be attributed to a number of factors. These factors can be addressed in a variety of ways.

Students want and need work that enables them to prove and improve their sense of themselves as capable and successful people. In order for work to meet students' needs, it must meet four criterias: success (the need for mastery), curiosity (the need for understanding), originality (the need for self expression), and relationships (the need for involvement with others). Engaging work allows students to be creative, curious, and interact positively with their peers (Robinson, Silver, & Strong, 1995).

Clifford (1991) states that we, as educators, should make work more challenging. "We must encourage students to reach beyond their intellectual grasp and allow them to learn from their mistakes" (p.30). There needs to be patience for errors that happen every day in the classroom. Gradual success rather than continual success should be a form of measurement in the classroom.

Presenting information that may be contrary to students' assumptions allows for class participation. Students become challenged by differing opinions and ideas. This encourages students to think about and express their opinions in discussion. This interaction is useful for

stimulating student interest and involvement. Divergent questioning and brainstorming can also encourage active participation. Questions with no particular right or wrong answer promote creative thinking and stimulate involvement as well as risk taking.

Levin (1994) feels that if students are the producers of their own learning, then their motivation is critical. Most of the literature in education and psychology proposes strategies that treat students as capable persons. These strategies capitalize on students' knowledge and interests and involve them in goal making and methods of learning.

Raffini (1993) suggests having students set goals. Children should be encouraged to verbalize and write realistic goals to help them take control of their aspirations and behaviors. Goal setting allows students to make their own decisions regarding alternatives and consequences. Making their own choices gives them a sense of empowerment.

Gallicchio (1993) suggests that students occasionally have the opportunity to choose how they would like to be evaluated. Students like to demonstrate the things that they are proud of doing. Upon completion of a unit of study, students could select a final activity that accurately indicates that they have mastered the material. Gardner advocates (as cited by LaFarge, 1994) "authentic assessment of children's achievement and progress based on an examination of their actual work that can be kept in a portfolio, video, or audiotaped, or exhibited in class." (p. 124)

Using attention-getting projects encourages participation from all students. Beacham (1991) suggests randomly drawing students' names for grouping purposes. Once students find themselves in these groups, they take on roles for the project task. Students who do not normally find themselves in leadership roles may be more apt to do so in this kind of situation. Others who normally take charge may find themselves being team players rather than taking complete control.

Recognizing that children learn in a variety of ways will allow for more interested and willing learners. Armstrong (as cited in Kennedy, 1994) notes that in traditional education teachers try to get students to learn their way. He suggests that educators need to recognize and embrace different ways of presenting lessons to students. Teachers need to accept that a variety of ways of learning are effective.

Incorporating the multiple intelligences in teaching children has elicited many desirable outcomes. MI (Multiple Intelligences) acknowledges that we are not all the same. Education works best for most individuals if their differences in mentation and strengths are recognized rather than ignored or rejected. Gardner (1995) urges that a topic that has been approached from several perspectives has three desirable outcomes. First, because all children do not learn the same way, more children will be reached. He refers to this as "multiple windows leading into the same room" (p. 208). Second, the student sees that the teacher can represent knowledge in a variety of ways. They, too, can discover that they are capable of more than a single representation of specified subject matter. Understanding can be demonstrated in more than one way, students can show their new understandings as well as their difficulties in ways that are comfortable for them and accessable to others. La Farge (1994) adds that "given a chance to learn in the various domains of intelligence, children tend to try what is harder for them, because they have experienced success in easier areas" (p. 122).

Cooperative learning increases student achievement and participation in the classroom. This works best with clearly stated outcomes and an emphasis on individual accountability. Cooperative grouping also allows for students of varying abilities to work together in groups to meet a common instructional goal. Each member feels a responsibility to learn the material for himself and make sure his group members do as well (Gonder, 1993). Seal (1993) contends that this type of learning has become so popular because students' accomplishments help the group, therefore enabling a student to feel a sense of belonging. "A supreme source of motivation for all human beings is being respected enough for our counsel that others seek out our advice on urgent matters" (p.24).

Glasser (as cited in Gough , 1987) prefers to call this approach "learning teams." He notes that areas that do well in the schools: band, orchestra, drama programs, school newspaper, yearbook, and athletics are team activities. Students working in groups have been carefully studied and results conclude that it works. It brings into the classroom the same concept that schools use in extracurricular activities (Gough, 1987). In classrooms where cooperative learning

exists, children don't worry so much about who is the smartest and who isn't (Edelman, 1994).

Teachers should make an effort to get everyone involved in the classroom. One way to accomplish this goal is to display student work. Beacham (1991) suggests that a teacher should make participation attractive. The idea is to exhibit student projects and papers that make them proud. This is a way for each student to realize their contribution to the classroom while at the same time giving them more confidence in themselves.

Another way a teacher can motivate students is to keep a "kid log." Gallicchio (1993) suggests that the teacher use a computer spreadsheet with all the students' names listed for the format. By each name the teacher records a unique interest or fact about each child. This acts as a "hook" for attaching the student to the class. Whenever possible the teacher can use this hook to relate a particular lesson to the child. It is also a good way to involve the student in discussion.

Teachers can also motivate students on an every day basis in many different ways. They can start by making the curriculum interesting. This should include incorporating students' interests whenever possible. They can also demonstrate enthusiasm as a way to make things exciting. Presenting information with intensity lets students know that content is important. Inducing curiosity can get the lesson off to a good start. A teacher should also plan activities that allow for student success. Finally, a teacher can encourage student responses by giving positive reinforcement and correcting in a positive way(Gonder, 1993). The use of positive reinforcement on mastery attempts encourages the development of intrinsic motivation (Bronstein & Ginsburg, 1993).

Teachers can also motivate students by displaying a positive attitude. Students can learn many things from watching adult models. This is because teachers and parents generally know how to solve a problem. By copying an adult's behavior a student can learn how to solve a problem as well. This promotes "real learning", which teaches a child an accurate understanding of his/her world. Children are intrinsically motivated to learn when what they are learning helps them to solve problems (Swanson, 1995).

Teachers can use a variety of strategies to motivate students to complete their homework. They can vary the quantity and kind of homework assignments (Gajria & Salend, 1995). Epstein (as cited in Gajria & Salend, 1995) contends that when assigning homework teachers should assign work that students have a reasonable probability of finishing correctly, in order to encourage proficiency of skills. According to Mims, Harper, Armstrong & Savage, (1991) and Rosenberg (as cited in Gajria & Salend, 1995) homework assignments should not include new concepts because students may be attempting to use something that they have not yet been exposed to through direct instruction.

Teachers can also promote homework to students by explaining its importance to their knowledge and grades. They can also make assignments enjoyable and relate them to real-life situations. Educators should display exemplary homework assignments in order to praise students for doing a good job. Students like to see their work on display (Mims et al., 1991).

Teacher implementation of assignment notebooks is a helpful way to help students improve their homework practices (Gajria & Salend, 1995). Students need to learn to write the date and the specifics of each assignment. It is helpful to also include a due date for the assignments as well as a place for parent signatures. Teachers should take time to teach students how to fill out their assignment notebooks correctly and ways to help them remember to bring it back to school on a daily basis. Decker, Shaw, & Spector (as cited in Gajria and Salend, 1995) contend that teachers should also check notebooks periodically for neatness, completion, and accuracy. The use of these notebooks can be effective in increasing the number of homework assignments completed (Alper, Schloss, & Trammel as cited in Gajria &Salend, 1995).

Students' will to learn is not only affected by what is taught, but also by the relationship between the teacher and the student (Entwhistle & Nisbet, 1988). Children usually respond to a teacher who is open, unafraid, and honest in her dealings with individual children and the group (Coopersmith, 1995). Teacher immediacy equates with better student learning. Anderson stated (as cited by Orpen, 1994) "students capitalize upon the intellectual benefits provided by a close relationship with teachers, something they are more likely to do if they are highly motivated"

(137). Gonder (1993) contends that students tend to live up to the expectations of their teachers if teachers get to know them as individuals. "Unanxious expectation" is a term that refers to this relationship, which means the teacher wants to help, but expects much from her student. It reflects trust and fairness. It builds a feeling of camaraderie that can motivate a student to do his best.

Morganett (1991) states that teachers need to communicate to students that they care about them on an individual basis. Students want their teachers to be interested in them personally and academically. He notes that when we feel others care about us we are more likely to cooperate with them and are less likely to make their lives difficult. If a good teacher-student relationship exists in the classroom, students are more likely to do what the teacher asks them to do. Specific things that teachers can do to promote this relationship are : (1) Take the time to talk with and listen to students collectively and individually. (2) Talk with students when they are given an opportunity to work on an assignment in class. (3) Talk with students at the beginning and the end of the school week. (4) Talk with students when school events interrupt normal activities. (5) Use discussion of a topic of shared interest as a reward at the end of a week or unit.

Belonging is important to students in an educational setting. According to Goodenow (1991), friendliness from others and being personally valued are very important, but not enough. Belonging also entails allowing students to share in educational goals for the class. Wehlages theory of school membership (as cited in Goodenow, 1991) states "more than simple technical enrollment means that students have established a social bond between themselves , the adults in the school, and the norms governing the institution" (p. 10). Belonging, therefore, may be seen not only as acceptance, but also respect for participation in a group and understanding relationships with teachers and classmates. The more people feel they have some choice in a matter, the more they will feel motivated to participate (Seal, 1993).

Glasser (as cited in Gough, 1987) suggests that students take part in class meetings and discussions. Students enjoy taking an active role in these meetings. It gives them a sense of

feeling accepted by their peers and it allows them to feel that they are significant in the academic environment. This also eliminates discipline problems because students are satisfied that their needs are being met. According to Wlodkowski (1986) "The purpose of this meeting is to take a problem-solving approach in which there is a nonpunitive and a nonjudgemental climate with emphasis on individual and group responsibility for positive class relationships." (p. 42)

Recognition of effort heightens intrinsic motivation. Parents tend to be the primary influence on a child's motivation to learn. It has an impact on every stage of development, lasting through high school years and beyond (Jaynes & Wlodkowski, 1990). What families do to help their children learn is more important to their academic success than how well-off the family is financially (Walberg, 1984). Parents' praise for children when they do well, and encouragement for their efforts has a positive effect on a child's motivation for schoolwork. Children who receive more praise also show higher achievement (Gottfried & Gottfried, 1991).

Family involvement in children's education can lead to many positive outcomes: children achieve higher test scores and grades, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education (Becher, 1984). Parents can help their children by placing importance on good work habits, setting high expectations for them, keeping informed about their children's progress, and monitoring activities. Parents can also help by establishing a daily routine for children to complete assignments. This includes establishing a quiet place, free from all distractions to complete homework. This can include showing interest by being available to help answer questions and discussing what was learned in class.

Project Outcomes and Solution Components

The terminal objective of this intervention is related to the discrepancy data in chapter 2. Results of the checklists and surveys indicated that students lack motivation. The data from the literature suggest additional methods to address this problem. Therefore

As a result of strategies that address student responsibility for their learning, during the period of September 1995 to February 1996, the fifth grade students from the targeted class will increase their degree of class participation and homework completion, as measured by teacher journals, observation checklists, and student records.

In order to accomplish the terminal objective, the following processes are necessary:

1. Develop instructional activities using the multiple intelligences that promote accountability and permit student choice.
2. Develop a classroom management structure that involves students with the teacher in decision-making to improve classroom climate.
3. Design materials and activities that involve student interaction and social skill development.
4. Develop student assignment books for recording homework completion.
5. With student input, design and implement student-teacher made projects that utilize cooperative learning.

Action Plan for the Intervention

The following action plan was created to increase student motivation. The researcher will be focusing on the two areas of class participation and homework completion. The goal is to encourage students to be more responsible for their learning by becoming more involved in class discussion, activities, and completing all assigned work.

The researcher will begin by designing and administering surveys to teachers who teach first through sixth grade, parents, and students. (Appendix A) The results of the surveys will be compiled the first week of school. This will allow the researcher to document the extent and possible causes of the problem.

The first week of school the students will be given a questionnaire on the multiple intelligences. (Appendix B) The researcher will compile the results to better assess the areas of intelligence in which the students exhibit strength. The researcher will then discuss the findings with the students. The researcher will also give an explanation of the multiple intelligences to the whole class. This will allow the students the opportunity to address how they learn best.

The next part of the plan is to let children choose people to fill in time slots for each hour on their own clock. (Appendix C) This will be used for "pair share" time. Each morning the teacher will choose a time in which the students will refer to their clocks in order to see who their partner will be for the day. Pair share partners will meet first thing every morning. They will be asked to process something with one another and be prepared to share their partners thoughts with the class. After given the allotted time for pairs to share with each other the class will get in a big circle. Each person will take a turn discussing what their partner's response to the question or problem presented by the teacher. The students will then shake their partners hand and thank them for participating. We will be doing this in class on a daily basis.

Base groups will also be established for the classroom setting. This is a concept which allows for cooperation in the classroom. It allows the students a sense of belonging to a group. The students will then be assigned seating charts that reflect the base groups chosen by the teacher. The base groups will be constructed in a way that allows for students with a variety of different multiple intelligences. Once they are placed in these arrangements they will make a cooperation frame. (Appendix D) The idea is for each person to write their name on one side of the frame. On the inside they are to write ten things they each have in common with other members in their base group. The finished product will be displayed in the classroom.

The teacher will introduce cooperative learning to the students the first day of class. The teacher will explain the different roles within each cooperative group. The teacher will refer to the cooperation bulletin board that models and explains each role located at the back of the classroom. This bulletin board will remain posted throughout the year as a friendly reminder. The teacher will schedule between two to four cooperative group activities every week. The activities will involve a variety of subject areas. (Appendix E) After the completion of a group activity groups will be asked to fill out an evaluation form. (Appendix F) This will identify how well they worked together. It will help them to identify positive aspects as well as things that need to be improved.

We will begin Project Charlie lessons on the first day of school. (Appendix G) Project Charlie is a program that focuses on self awareness. It enables children ways to learn more about himself/herself and others. It focuses in on differences between people. It is an excellent way to encourage group discussion that permits others to learn more about individuals. The lessons are presented by the teacher. The activity that coincides with the lesson is completed on an individual basis in order to share in a group situation. Sharing is not forced on any individual. It is presumed that the climate is one of openness which will allow sharing. The project will be done one day every week.

Group meeting schedules will be developed the first week of school. The groups will be selected by the students. Each group will have a representative from their base group present for each meeting. We will begin by having a meeting every day the first week of school. Beginning the second week we will have two meetings a week, one on Monday and one on Friday. The purpose of these meetings are twofold: first to present ideas for units being studied, second to bring up issues or problems that need to be settled in the classroom. This will allow positive interactions between students and the teacher allowing for a better relationship. A student or the teacher will document things discussed in the meeting. (Appendix H) Results will be typed by teacher or a student representative. Copies will be made of the notes and given to the group's representative for distribution to base group. The representative discusses results of the meeting with base groups. After each group has ample time to communicate a class discussion will occur.

Students will be given an assignment notebook the first day of school. The notebook allows an allotment of space for each academic subject as well as an extra space for special notations. (Appendix I) Within each space is a small box in the upper left hand corner provided for students to check off work when it is completed. At the bottom of the column is a place provided for parents signature. Upon completion of assignments students will be required to get a signature from a guardian.

The class will be filling out assignment books together for the first two weeks of school. After this amount of time students should have developed the habit of filling out their own

assignment notebooks. The teacher will write down assignments on an assignment board hanging in the room. The assignment board is a replica of what the pages look like in the student notebooks. This will allow for easy transfer as the students have a model to look at. The assignment notebooks are to stay on their desks at all times. This will allow for easy access to notebooks when an assignment is given by a teacher. A homework progress chart will be posted on a bulletin board in the classroom. The chart will represent a visual for student progress that they may refer to at any time. Each week that a student has all his/her assignments completed he/she will get a sticker to put on the chart. They will also get to choose a prize for their accomplishment. The children can choose from a variety of things such as: gum, candy, pens, pencils, erasers, or stickers. We will do this on a weekly basis every Friday throughout the year.

The first day of school the teacher and students will be working on class rules. These will be developed, written, and voted on by all class members. A list of the typewritten rules will be distributed to each student. The student and a guardian must sign the sheet of class rules. A copy of the rules will be given to the students to keep while the signed copy will be maintained by the teacher. A list of these rules will be posted in the classroom complete with students signatures. These rules will be referred to throughout the year.

Social skills will be discussed the first week of class. The teacher will write social skills on the board and discuss them with the students. Each base group will then be given a piece of chart paper and markers to construct a T-chart. (Appendix J) Each base group will be given a social skill for the T-chart that they are to make. When the T-charts are completed each group will have an opportunity to share them with the class. The T-charts will be displayed in front of the classroom. We will review these on a daily basis for the first few weeks of school. The T-charts will be kept for reference.

Each week one student will be student of the week. The student will be responsible for bringing in pictures, certificates, or anything else they would like to display on a bulletin board. They may also bring trophies, or other items of interest to display on a table in the classroom. The student will be given a form to complete about himself/ herself to display on the bulletin

board along with the other materials that he/she brought in. (Appendix K) The student will also get to eat lunch with the teacher that week. The student will have the choice of inviting a friend to attend the lunch meeting if he/she chooses to do so. This is an opportunity for the student and teacher to get to know each other better.

The student of the week is also responsible for displaying an exhibition in the class. This can pertain to any of the child's interests. The student will get to set up his exhibition on a table located in the classroom for all classmates to view. The child will be required to give a brief presentation of the exhibit. Particularly identifying the materials in the exhibit and telling about them. The student will also be required to share what interested him/her in this particular thing. Upon completion of the explanation student may ask questions about the exhibit. The students will then each complete a form about the exhibit and return it to a box located next to the exhibit. (Appendix L) The student of the week will get to view and keep the forms from his classmates. The purpose of these forms is to give positive feedback to the student. The exhibit allows students the opportunity to share an interest and at the same time it allows his/her classmates to learn more about the student as an individual. Each week of the school year a different student will be student of the week and a presenter.

Each student will have a different class job to perform every week. The idea is to get every student actively involved in the daily functions of the classroom. It will be the student's responsibility to perform his job description each week. There will be a job bulletin board located in the back of the room that the students can use as a reference at all times. Each job will be posted on the board in which a name card will be placed to identify the student who will be filling the position. The jobs will be changed every Monday morning throughout the school year.

The students will also publish their own class newspaper. The class will select the name for the newspaper and the different things it will feature. Each base group will get a turn to be in charge of an issue. It will be the group's responsibility to choose the students who will be writing and contributing articles. It will also be their responsibility to collect and proofread all articles by the deadline. The group will work together to arrange the articles for the newspaper and then

submit a final product to the teacher. The teacher will then make copies and distribute them to all the classmates. It should be noted that each child will have the opportunity to write at least one of every type of article that the paper contains. The paper will be distributed on a biweekly basis throughout the school year.

The final part of the action plan will be to develop projects that involve the subject areas of social studies, reading, and English. The children will be divided into different groups for each project. Each project will be evaluated by using a rubric. (Appendix M) Each group's project will be video taped. The groups will de mixed by multiple intelligences. This will allow each group strengths in different areas. Each unit in the subject areas will involve a final project. Options will be provided for the groups to choose from, or groups have the opportunity to create their own ideas for projects subject to teacher's approval.

The teacher will use observation checklists in order to monitor student activity. (Appendix N) The teacher will have a clipboard with name lists attached to be completed during class participation as well as group activities. This will allow the researcher the ability to assess student growth in the area of involvement in class activities.

The teacher will keep a journal on a daily basis. This will include thought about the day's events. It will include both positive and negative things that may have happened to effect the school day. It will include quotes from students as well as behaviors noticed. It will be used by the teacher to take note of strategies that worked as well as different ways that things may be approached in the future. Most important it will allow the teacher to assess on a daily basis how well the action plan is working.

The teacher will be a model of appropriate behavior for her students. The teacher will set an example for a positive, uplifting environment. This will include a warm, friendly smile to greet the students at the beginning of the day as well as throughout the day. The teacher will show enthusiasm for the material she is presenting to the class. This will include using her voice in a dramatic, exciting manner. The teacher will exhibit enthusiasm that will enable students to become more excited about the classroom environment.

Method of Assessment

A variety of data collection methods were used to assess the affects of the intervention. Evaluations from parents were used to determine the effect of parental involvement as related to study habits and expectations. A checklist evaluated the amount of participation in classroom activities. Students completed evaluations and a questionnaire to determine multiple intelligence strengths. The teacher kept a journal in order to keep records of students growth.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to increase motivation in class participation and homework completion of the fifth grade students. The goal was to encourage students to be more responsible for their learning by becoming more involved in class discussion, activities, and completing all assigned work. The five parts of this implementation were as follows: activities that included the multiple intelligences, structure that involved the students in decision making, and social skill development, and student /teacher made projects that utilized cooperative learning.

Multiple intelligences were incorporated into lesson planning to enable students to reach and utilize their full potential. The students completed a Multiple Intelligence survey the first week of school in order to determine their MI strengths. (Appendix B) A second MI test was administered following the results of the first test later in the week. This was done to reinforce the findings of the first survey. The researcher compiled the results in order to determine the strengths of each of the students. The results of these tests were used as a reference for placing the students in heterogeneous base groups. The results also helped when designing the groups for the different projects.

The next step was to discuss the results of the surveys with the students. The students were each given a piece of paper that had the results of the surveys they had completed. The students were made aware of their strengths as concluded by the test results. The researcher presented the class with a description of each of the multiple intelligences and examples of how each of these learners learn best. A chart with seven columns was then made, one column for

each of the seven multiple intelligences. Each student placed a post it pad sheet with their name on it under the column that showed their MI strength. This allowed for a visual that could be displayed in the classroom to inform the students of the different types of learner makeup in the classroom.

The use of the appointment sheet was implemented the first week of school. The purpose of the appointment sheet was to allow the students an opportunity to choose partners for pair-share activities. The students could refer to the sheet to determine who their pair-share partner would be, after receiving an appointment time from their teacher. Each student received his/her own appointment sheet. The directions were to find an appointment for each time listed on the sheet of paper. The students were given fifteen minutes to approach one another in order to schedule the appointments. The students were informed prior to making appointments that they should seek out both boys and girls, as well as friends and people that they do not know very well. After completing the appointment sheets, the students taped the sheets to the inside of their desks. This allowed quick and easy access to the sheets.

The appointment sheets were used at the start of each day. The teacher would instruct the students to refer to their appointment sheet and meet with the person in a particular time slot. The teacher would then give a question for the students to process with their partner. The students had five minutes to complete their sharing. After which the students would join hands and form a circle in the classroom. Then, each person would share with the whole class what his/her partner's response was to the given statement or question. After each person shared his/her information, the students would shake their partner's hand and return to their seats. On Monday mornings, this activity was used to discuss the weekend's events. Appointment sheets were utilized on a daily basis throughout the year.

Base groups were established during the second week of school. The researcher used the results of the MI surveys to form the groups. It was the researchers intent to have each group consist of students that possessed a variety of strengths. The base groups were then placed in a horseshoe arrangement in the classroom. The base groups chose a name and color for their

group. The researcher used this information to complete the cooperation bulletin board displayed in the classroom. The bulletin board contained several puppies, each with a different color of spots. The children's names were written on the puppy that had their base groups color. The base group's name also became the puppy's name. The students would remain in these base groups for the entire intervention process.

The first task that each base group completed was a cooperation frame. (Appendix D) The students constructed the basic frame of a house. Each side of the house has a person's name on it. Then, as a group, the students had to brainstorm what they were going to put in the house. The task was to determine what each member of the base group had in common with everyone else in the group. Once a consensus was reached, the group could put that bit of the information inside the house. The goal was to find ten similarities of all the group members to put inside the house. The students had the option of including more similarities if they wanted to. The cooperation frames were shared with the class. They were also displayed on the wall in the classroom for the entire year.

Cooperative learning was introduced to the students the first week of school. The base groups were asked to brainstorm words and phrases that describe cooperation. Then, with the whole class participating, the suggestions from each of the base groups were written on chart paper. The class and the teacher than discussed what cooperation is and why it is important. Then the researcher introduced the students to the different roles in a cooperative activity. The teacher passed out cards to each base group that had the names of each role required in a cooperative group activity as well as a description of the job they were to perform within the group.

Cooperative group activities were incorporated into lesson plans on a weekly basis in the different subject areas. The activities were mainly completed in one class period. Occasionally the activities would take two class periods of time. After the completion of an activity, the students would fill out an evaluation form. These forms would be submitted to the teacher for previewing, and then returned to the groups for discussion. Cooperative activities were planned

throughout the year on a weekly basis. The original plan was to have two to four cooperative activities a week. For the most part, weekly plans included only two cooperative lessons due to the amount of time and planning required. (Appendix E) After a six week period working with cooperative group activities, the students only had to fill out evaluation forms if they felt there was a problem that needed to be resolved within the group. Otherwise, it seemed unimportant to have a discussion. It was assumed that everything was successful with the activity. The reason for the evaluation forms was to help the children focus on what a productive activity would possess. Once they became familiar with the format of the evaluation and what to look for, it did not seem as necessary for them to fill out the forms. They were constantly evaluating themselves throughout the activity.

Project Charlie lessons began the first week of school. This program allows children to learn more about themselves as well as other members in the classroom. The teacher gave direct instructions to the students in the classroom about a particular subject. The researcher preferred to have the students move their desks to the side of the room and sit in a big circle. This allows for a better sharing environment. After the direct instruction, students were chosen to participate in role playing. This was done on a voluntary basis. The idea is to allow children to participate when they feel comfortable. Once this activity was completed, the students worked independently on an assignment that relates to the lesson. When the assignment was completed, the students share their answers with each other. Once again, this is done on a voluntary basis, as some things may be personal.

An example of a Project Charlie lesson would be on the subject of labeling. The teacher would talk about what labeling means and why people might label other people. At this point, the teacher would let the children give examples of labels they have heard other people use. They may even volunteer labels that other people may have given them. Also, students were encouraged to tell others how it made them feel. After the discussion the classroom would do an activity. For this particular lesson, six volunteers would be needed. Each child would have a label placed around his/her head where he/she could not see what it said. The labels consisted of

the words nerd, class clown, class brain, shy, and troublemaker. The students would then treat each other like the labels they were wearing. After a period of time, the students would have to guess what their labels were. Then the students would discuss how it made them feel. the students would then go back to the circle and everyone would fill out a sheet about labeling. Then the class would have a time of sharing. One Project Charlie lesson was planned for each week. A sample lesson can be found in appendix .

Class meetings started the second week of school and were scheduled twice a week thereafter. One group representative would be present from each base group for each meeting. The group representatives came to the meeting with suggestions and ideas from their group for the classroom. The meetings occurred at lunch time. The students would eat lunch in the classroom with their teacher. The students would take turns sharing ideas for improvement in the classroom, as well as suggesting ideas for projects. Whenever a student made a suggestion, the teacher would record it on a class meeting sheet. (Appendix H) Then, the class as a whole would brainstorm possible solutions and take a vote. The solutions were also recorded on the class meeting sheet. If the group could not arrive at a solution, it was the representatives' responsibility to take it back to their base group and discuss it with the other members. It would then be rediscussed at the next meeting.

The researcher would then take the notes from the meeting and type them on a class meeting notes form. The researcher would type the suggestions as well as the solutions. The names of the representatives, as well as the date the meeting occurred would also be included on the sheet. Copies of the notes would then be made for each member that attended the meeting. It would be that persons job to take the notes back to their base group and discuss what took place at the group meeting. There would then be an open discussion with the entire class if needed. Original plans called for two meetings per week, however, after a four week period it was decided by the researcher that two meetings per week were not necessary. There were two reasons for this decision. First, there seemed to be too many conflicts with the time that the group meetings were scheduled and second, there were not enough items to be discussed that required two forty

minute sessions. Also, it was documented earlier that the teacher or a student would type the meeting notes. It was easier if the teacher typed the notes due to the long amount of time it would take the students.

The use of assignment notebooks began the first week of school. Each student received his/her own assignment notebook. (Appendix I) The assignment notebooks contained a space for each subject for each day of the week. The notebooks also had a space at the bottom of each day for a parent's signature. The students were required to keep the assignment notebook opened to the day's date on top of their desk at all times. The only exception would be if there was a test. Each time an assignment was given the teacher would write it on the assignment board as the students wrote it down in their own books. The assignment board was displayed in the room at all times. It was a replica of the sheets inside the students' copies; this allowed for easy transfer. Each time the students completed an assignment, they were to check it off in their assignment book right next to where the assignment was written. Then they would take their assignment book home every night for their parents to check and then sign. If there was a late assignment for the day, it was circled in red in the assignment book so that the parent could see it when they signed the book. Each week that a child did not have any late homework he/she got a sticker to put on the homework progress chart. They also got to choose a little prize as a reward. The assignment books were used on a daily basis throughout the school year.

Class rules were written the first week of school. The teacher discussed suggestions with the children in the classroom. They were given ten minutes to discuss the possibilities with one another. Then, as a whole group, the teacher would call on students who wanted to make a suggestion. The teacher wrote down all the suggestions on the overhead for the students to view. After all the suggestions were documented, it was time to vote on those which would become class rules. The teacher would point to a rule and read it aloud. A student had to make a motion that it be accepted. It then had to be seconded. At this point we would take a class vote. If the majority of the students voted yes, it was adopted as a rule. It should be noted that a rule could be revised before it was voted on. After the rules were completed, the teacher typed them and

distributed a copy to all the students. They read the rules and signed them. Then they took them home to their parents and had them read and sign the rules. They were kept on file in the classroom.

Social skills were introduced the second week of school. A brief discussion took place about what social skills are and why they are important. Each base group was given a social skill, a piece of chart paper, and some markers. The directions were for each group to make a T-chart for their social skill. When all the groups were finished, each group took a turn sharing their finished product with the class. The class concluded the lesson with a discussion on how all the skills are related. It was discussed how all these skills could positively impact the classroom climate. The finished products were hung on the board. They were reviewed on a daily basis for the first few weeks of school. They were then kept on file in the back of the room for reference. The T-charts were made available whenever it was necessary for a group discussion or to solve a problem. Social skills were discussed periodically over the implementation period. They were helpful to refer to when doing a cooperative activity or class project.

Student of the week began the second week of school. The student of the week was the student that was in the spotlight for the week. This was an opportunity for the classmates to get to know another student better. The student of the week was responsible for bringing in different items that would help us to learn more about him/her. The children were encouraged to bring in photos, trophies, ribbons, collectibles, or any other favorite things to display. They got to display their items on a table in the classroom. They also got half of a bulletin board to display their pictures and certificates. They also got to hang up a form that they filled out telling about themselves. (Appendix K)

Every Tuesday the teacher would eat lunch with the student of the week in the classroom. The student of the week had an option to invite one friend to join him/her and the teacher. During this time the teacher and friend would sit with the student of the week at his/her desk. They would eat lunch together and get to know each other better.

Every Friday the student of the week would give a brief presentation of his/her exhibit located on the table. This was an opportunity for the student to share his/her interests with the class. At this time, the student of the week would also tell about his/her pictures and certificates that were located on the bulletin board. When the presentation was completed, the students had the opportunity to ask the presenter questions. The student of the week would take time to answer all the questions. Once this was completed, the base groups would fill out a student exhibition sheet. (Appendix L) Students in the base group would sign their name to the sheet after its completion. The students would then submit the completed sheets to the teacher. She would then give them to the student of the week to preview. Then they would be returned to the teacher who would put them in a class binder for everyone to view. The sheets that the student of the week filled out about himself/herself were also included in this book.

Each student was given a class job the first week of school. A job bulletin board was located at the back of the room. There was a pocket with the name of each job on it. Each student had a card with his name on it. The students put their name in the pocket that had their job description for the week. The bulletin board was an easy reference for identifying which students should be doing which jobs. It was the child's responsibility to perform the job he chose for the entire week. Each Monday students would go back to the bulletin board and get their cards and pick another job. Each student was responsible for doing each job at least one time.

The class newspaper was started the fourth week of school. The class had a discussion to decide what would be included in every issue of the newspaper. The class decided on the following topics: a lead story, class update, sports, a quote, interviews of the student of the week, crossword puzzle, and any other miscellaneous articles that they wanted to include. The class also decided and voted on the newspaper name which would be called "The Little Ledger."

Each base group had the opportunity to be in charge of an issue of the class newspaper. The first base group that would work on the newspaper would be the group that volunteered. It was the base groups responsibility to choose the people who would write the articles for their issue. People in the base group could also choose themselves to work on the articles. It was also

their responsibility to collect the articles and edit them for the newspaper. Their final responsibility would be to cut and paste the layout for the newspaper. When all this was done it would be submitted to the teacher. The teacher would then make copies for all the students in the room. Each base group would then get a turn to be in charge of the class newspaper. The paper was scheduled to go out on a biweekly basis throughout the year. This did not always happen because the deadline was not always met. At least one issue did get submitted per month.

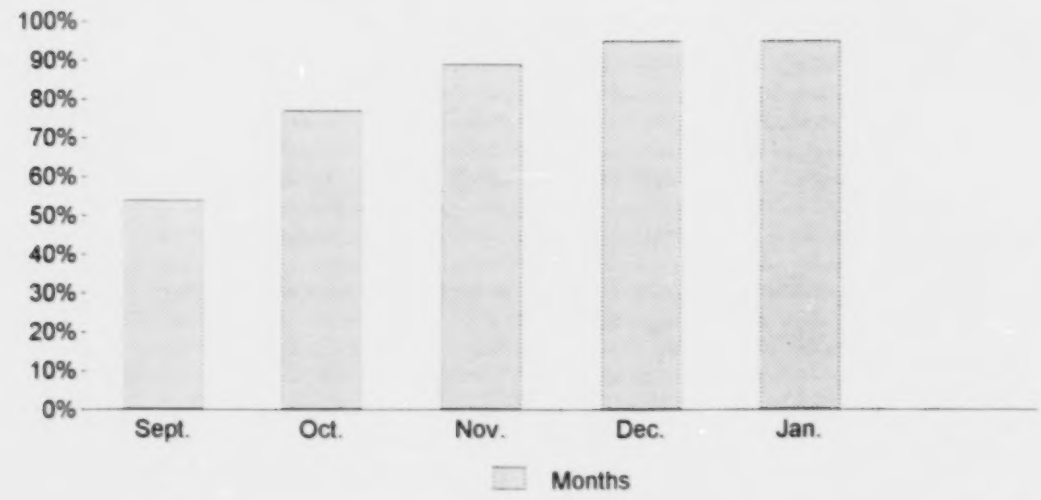
Class projects started the third week of school. The class project were done in reading, English, and specifically, social studies. When planning lessons, the researcher tried to incorporate at least one project in the three subject areas. When placing the students in groups, the teacher divided them by the multiple intelligences. The researcher tried to put one of each of the multiple intellligence strengths in each group.

Once a project was explained to the entire class, they were put into their groups. The directions to the projects were always very basic. This allowed for more creativity from the groups. The groups would then work together to develop their class project. The students arrived at all of their own ideas. The teacher would walk around the room and monitor groups as they produced their final works. The teacher provided materials for the students when it was necessary. Most of the groups gathered their own materials for their projects. When the projects were completed they were videotaped by the teacher. This allowed the children to view their own projects. The projects were then graded with a rubric. Each child got a copy of a rubric with the final score on it. Most of the projects were done in social studies class due to a better variety of topic to research. During the second month the school's camcorder broke. This made it difficult to tape the presentations. One child was able to bring the family camcorder in for a taping of one of the projects. It was decided that it was not a good idea to bring them in anymore due to the theft problem in the school. From that point on, projects were not videotaped. The groups still received a rubric for their presentation.

Presentation and Analysis of Results

During the last two weeks of the intervention period, evaluations were administered to the fifth grade students to assess the effect of the implementation plan. The student observation was reviewed to determine the effect of the implementation in regards to the increase or decrease in the students' homework completion and class participation.

In order to assess the amount of homework completed on a daily basis, a weekly checklist of daily work was maintained throughout the intervention. These data are presented on a monthly basis in Figure 9.



n=26

Figure 9. Amount of homework completed promptly by month.

The data clearly indicates an increase in homework completion. At the beginning of the implementation period, a little over half of the students were completing assignments. Each month shows an improvement in completed work. The most significant increase was between the months of September and October. At this point there was an increase of twenty-three percent. During the fourth and fifth months of intervention, the students finally exceeded the ninetieth percentile.

The intervention appears to have had a positive effect on the students homework completion rate. The data suggest a gradual and continual increase of homework completion on a monthly basis. The last two months showed the greatest amount of completion during the implementation period. The data would further suggest that the majority of the class are completing homework assignments promptly on a consistent basis.

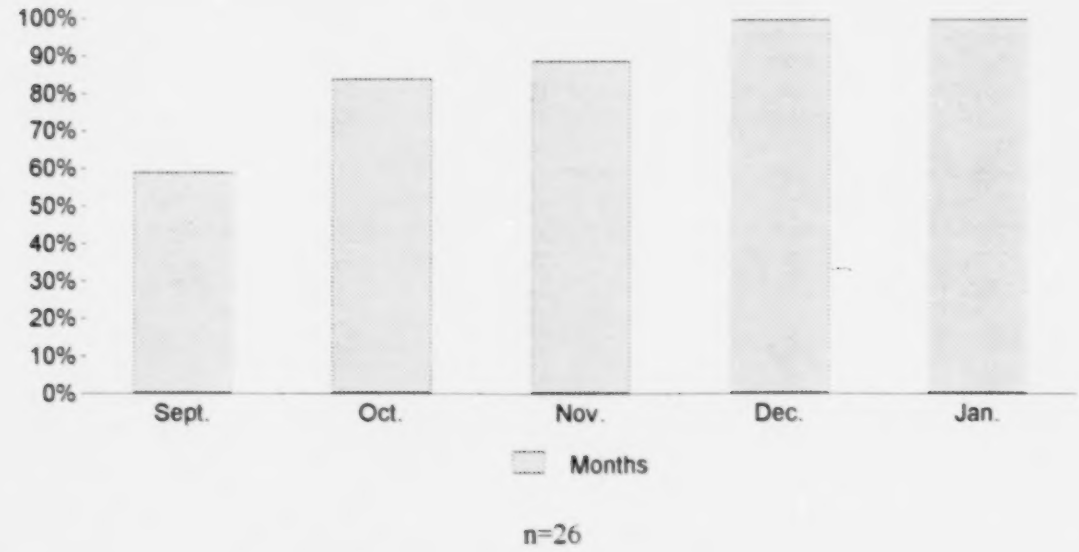


Figure 10. Number of students that got their assignment notebooks signed by a parent.

The students began the year with a low percentage of the required parental signatures in their assignment notebooks. Between the months of September and October, there was a dramatic increase of twenty-five percent that acquired the daily parent signature. The remaining months of intervention show an increase in responsibility in regard to getting the parent signatures. The data suggest that the students became more responsible with each new month of intervention. There is also a direct correlation between the results of parent signatures and completed homework. The months that had the highest percentage of parent signatures also had the highest amount of completed homework.

Results show that when the assignment notebooks were used properly, the amount of homework completed was significantly higher. When the students were asked if the use of assignment notebooks were helpful over seventy-five percent said "yes".

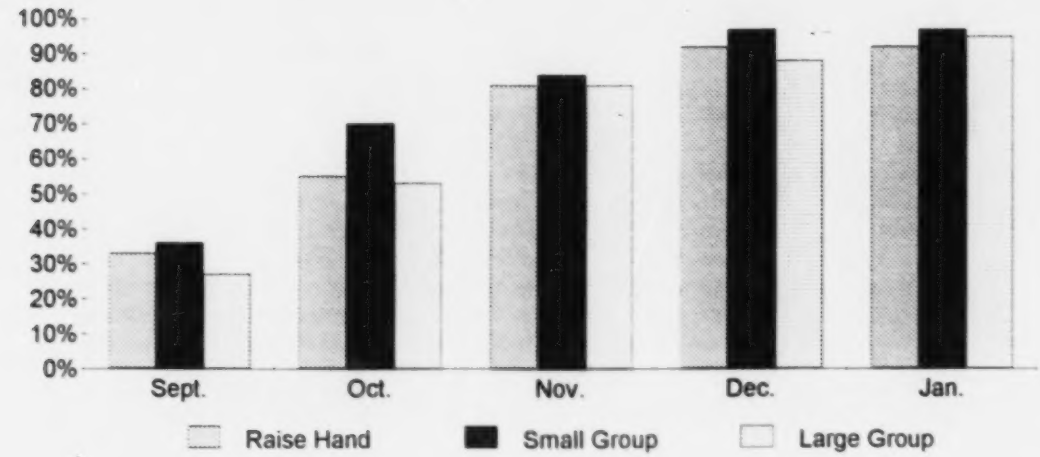


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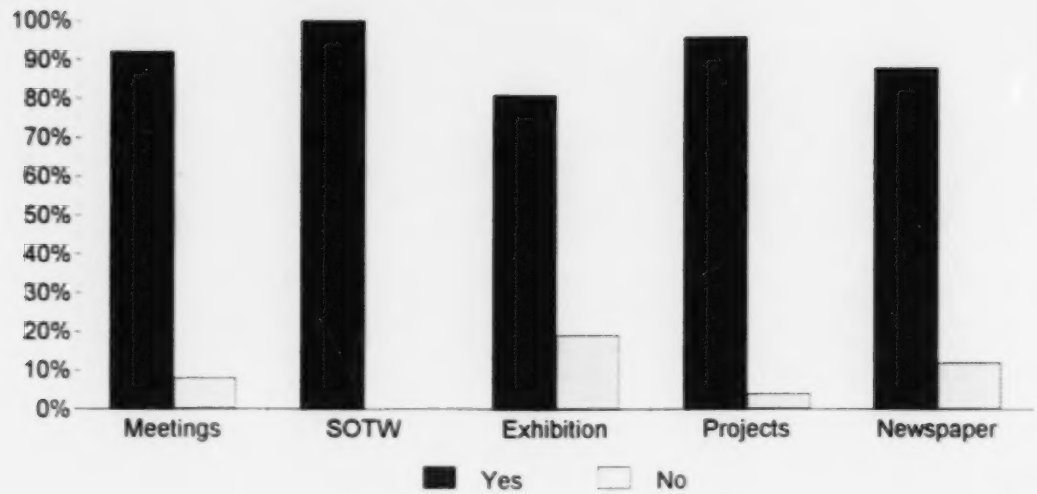
Figure 11. Percentage of class participation during a five month period.

These data would indicate that in September the majority of the students were not comfortable with class participation. It would further indicate that the students did not feel comfortable with small group or large group participation.

During the intervention, students became increasingly involved in both small group and large group participation. Each month there was an increased level of participation in all areas. By the third month of intervention, over three-fourths of the students were involved in class participation on a daily basis.

At the end of the intervention period, the students' class participation was close to one hundred percent. The overwhelming majority felt comfortable enough in the classroom setting to actively engage in both small group and large group participation.

In order to assess the students' feelings about increased classroom involvement in the various activities, a survey was administered to them. The data are presented in figure 12.



n=26

Figure 12. Students' responses to activities that they participated in.

Data from this figure indicate that the students enjoyed the activities that encourage class participation. All the students enjoyed being "student of the week." Over ninety percent of the students enjoyed taking part in class meetings and class projects. The student exhibition and class newspaper also had a favorable response, with over eighty percent of the students commenting that they enjoyed the activities. Ninety-six percent of the students felt that activities such as student of the week, class meetings, projects, the class newspaper, and exhibitions made them want to participate more in school.

The students were asked what they liked most about the class meetings. Eight percent said they liked having input in solving class problems, eight percent said discussion with peers, nineteen percent said feeling part of the group, and sixty-five percent said they liked everything about the meetings. Many comments were included such as: "I like sharing my ideas." "It's fun making decisions with my friends." "It's neat finding answers to problems." "I wish we could have meetings every day."

Ninety-six percent of the students enjoyed doing class projects. All twenty-six students felt that doing projects made learning more fun. Students were asked what they liked most about class projects. Thirty-eight percent said they liked working with other people, thirty-eight percent said it's a lot of fun, eight percent said they learn a lot more things, and fifteen percent said they got to be more involved in learning.

One ongoing project, the class newspaper, had a favorable impact on students. Eighty-eight percent of the students liked participating in the writing, editing, and publishing of the class newspaper. Eighty-five percent of the students appreciated the opportunity to contribute an article about a subject of their choice to the newspaper. Nearly half of the students liked the interview section of the newspaper best. Each issue contained two interviews conducted by different classmates. Students enjoyed having their picture in the newspaper, as well as their written responses to the interview questions. One student said, "I have never had my picture in the newspaper before. I think that is really neat."

Conclusions and Recommendations

Based on the presentation and analysis of the data on the student observation, the targeted students showed a marked increase in homework completion and class participation. The involvement of students in projects that promoted accountability and choice, and incorporated the multiple intellligences, encouraged much group involvement and class participation. Students were able to identify and use their strengths to their greatest potential. They were able to work together to incorporate all of the groups strengths in order to perform tasks in a productive, creative, and beneficial manner. The use of projects on a continual basis allowed the children to be self-directed and actively contribute their ideas and subject knowledge to achieve finished products that made learning fun and encouraged individual and group involvement.

Class involvement was improved through weekly class meetings. The students increased their ability to communicate in a group situation. The meetings allowed the students positive interaction with one another, and their teacher, while initiating solutions for positive change. The meetings allowed them the ability to listen to a variety of suggestions and arrive at the best

solutions for a better working environment. It also allowed the students the opportunity to discuss their ideas for classroom projects. Students were delegated responsibilities to let them know they were capable of making important decisions that directly effected them on a daily basis. These responsibilities allowed children the opportunity to obtain greater respect for classmates and their ideas.

The class newspaper provided for interaction among the students in the classroom. The newspaper was the foundation of many positive aspects in the classroom. The planning of the newspaper allowed for greater cooperation among peers. Students were able to choose from a variety of their own interests when writing articles for the newspaper. They were also able to focus in on other students in the classroom and highlight their interests and ideas in order to learn more about one another. It also enabled students the responsibility and challenge of organizing and arranging a finished product for their classmates and families to view.

The in-class activities such as the appointment sheets, student of the week, class exhibits, and Project Charlie lessons increased the students awareness of one another and provided for active engagement with their classmates. The targeted students spent more time getting to know each other and appreciating different things that they learned about each other. The activities also provided them with a more caring and understanding environment that, in return, provided for more openness with each other and more participation. Students were able to identify with each other in many positive ways.

The establishment of base groups and cooperative learning helped to structure activities in the classroom. Cooperative learning provided the children many opportunities to work together with all their classmates. It also permitted students the opportunity to experience undertaking many different roles in activities. The students felt actively involved in the different activities and at the same time enjoyed the responsibility of performing their own roles to help complete the finished products. The base groups provided the much needed experience of being part of a group. The students were better prepared for cooperative activities because of the format that

they were accustomed to in their base groups; this provided for easy transfer to cooperative learning activities.

The use of assignment notebooks increased students homework completion on a daily basis. The students became increasingly responsible for completing the required assignments by using this notebook on a daily basis. Introducing accountability in a written format made them focus on organization and timely completion of assignments. The amount of completed homework on a daily basis increased dramatically.

The action plan, which consisted of many components, required much planning and preparation prior to implementation. Over the summer, I had prepared and planned for several cooperative learning activities and reading, English and social studies projects. I also prepared the various materials that went along with student of the week, class exhibitions, appointment sheets, and the class newspaper. This planning and preparation allowed for ease in using the activities with the students.

Based on the experience with my fifth grade students, I would offer the following recommendations for replicating my action plan.

Administer the multiple intelligence surveys the first week of school. I found it most helpful to go over each question on the survey with the students. This will guarantee a more accurate survey result. It also allows the students to ask any questions he/she might have before choosing a response. I would also suggest giving two different multiple intelligence surveys in order to have a comparison and more accurate and conclusive results. It is important to give the students a thorough explanation of their survey results, as well as some examples of the different types of learning. This will allow for a better understanding and purpose for administering the surveys.

It is best to do appointment sheets at the beginning of the day. It is a great way to get students involved in class participation first thing in the morning. The teacher should give students the opportunity to make new appointment times every few months. This gives the students the opportunity to have pair-share with a variety of people. This is also an excellent way

for students to have quality time speaking with other children that they may have never had the opportunity to speak with otherwise. I would also suggest occasionally letting the children offer the topic for discussion. There may be topics or situations that they would like to have input from their peers.

To ensure success in base groups, I would suggest waiting a few weeks into the school year before establishing the base groups. It is best to allow time to get to know the students personalities in order to develop the best group arrangements. Consult the results of the multiple intelligence surveys when establishing the base group arrangements. This allows the teacher to help form the group with different academic strengths. This will make working together more successful. I would also suggest doing the cooperation frame as the groups first activity together. This will help the students focus in on the commonalties that they share with each other.

Cooperative learning activities should be utilized at least two times a week. The teacher should continue to review the various roles and their jobs for the first few weeks. This provides a helpful reminder for the students. It is especially helpful during this discussion to refer to the cooperative bulletinboard that should remain in view throughout the year. Use the cooperative group activity evaluations as discussion tools before an activity. The evaluations focus in on successful things as well as areas for improvement. A brief overview of evaluations with the students can help prevent similar situations from reoccurring.

When doing activities such as Project Charlie, establish rules from the very beginning. It is helpful to discuss how everybody is different and may have differing opinions and different ways of reacting to topics It is imperative to stress that no one should feel any particular way. Instead, students should focus in on how to understand each other better. It should also be stressed that students contribute information on a voluntary basis only. The activities tend to be more successful if there is a comfortable seating arrangement. I suggest having students sit in a large circle where they have the opportunity to make eye contact with the whole group.

The group meetings should be scheduled on a weekly basis. It helps to plan them on the same day of each week. The students should be encouraged on a daily basis to write down

suggestions and ideas from their group members to bring to the meetings. This will save a lot of time, and help students to be better prepared for the meetings. It is less time consuming to have the teacher take notes during the meeting, rather than the students. The teacher should also type the results of the meeting for distribution to the students.

The students should utilize the assignment books beginning the first day of school. It is imperative to develop this habit at the start of the year. The teacher should have the students keep the assignment books on their desk and open at all times. The teacher should also make an effort to remind students to write assignments in their notebooks as the assignments are given. The teacher should model writing the assignments on the assignment board as students are writing their assignments in their notebook. This will prevent the students from forgetting to write down all their assignments. The required parental signatures are a good idea. It allows the parents to view the nightly homework requirements. I do feel, however, that once a teacher recognizes that a student is responsible for completing homework on a consistent basis, a parental signature is not needed. I think that the parental signature is a better option for the student who is not responsible.

When writing class rules, the teacher should consider a limit as to how many the class should develop. The students tend to write too many rules. If the students focus in on a shorter list of rules, it will be easier to learn all of them and follow them. A list of the classroom rules should be posted in the room at all times for the students reference. The teacher should also suggest that the students keep their own copy of the rules in their desk.

Social skills should be referred to on a daily basis. The T-charts on social skills should be completed by the students the first week of school. The teacher should review them on a daily basis for the first few weeks of school and stress their importance to having successful relationships with peers and other teachers. It would be helpful to display a bulletinboard with the T-charts the students completed as a daily reminder.

The student of the week program should be done on weekly basis focusing on a different student each time. The students should be encouraged to bring in a variety of their favorite things

to display for their classmates. The students should be reminded not to bring anything to school that is valuable or fragile. The students should have the opportunity to choose a friend to join them for lunch with the teacher. They should be informed that they can eat alone with the teacher if they would prefer to do that. The student should also have an adequate amount of time to share their exhibition with the other students. The teacher should also allow an adequate amount of time for the students to ask the student of the week questions, and allow time for the students to get out of their seats and view everything. The student of the week should be able to view student exhibition sheets that their peers filled out about their presentation immediately. This allows the student to get immediate positive feedback.

Each student in the class should have a classroom job on a weekly basis. The teacher should keep track of the students and the jobs they have performed in order to prevent some students from doing the same job all the time. It is helpful to have a responsible student be the job monitor. This person helps the teacher keep track of students and carrying out their job responsibilities. The teacher should appoint new jobs to students the first day of each week.

The class newspaper should be an extra activity that the students are working on all the time. The teacher should choose which base group will be responsible for each issue. The students should then work on the newspaper independently. The teacher should check in on the base group occasionally to make sure they are prepared to meet the deadline. Because the newspaper is a project that the students develop on their own time, the teacher should give them plenty of time to complete it. It works out best to give the students three to four weeks for a finished product.

The teacher should act as a monitor during the construction of class projects. The teacher should be flexible with time constraints with finishing projects. There were several times that I had to allow the students more time to complete projects because they were so involved in making the best product possible. It is more beneficial to the students if the teacher does not interfere with the students' decision making involving projects. It is imperative to give them the

freedom they need to be creative in order to take full ownership of a product that they can be proud of.

Even with the short intervention period, I feel that all the components of this action plan helped the targeted students to improve class participation and homework completion. All the components in this action plan will continue for the duration of the year in my fifth grade classroom.

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Appendices

Appendix A

Surveys

Teacher Survey

1. What percentage of your students hand in homework promptly on a daily basis?

   50%-60% 70%-80% 90%-100% other_____

2. What consequence do you give your students for late assignments?

   a. drop letter grade on late assignment
   b. note home
   c. stay after school until late assignment is complete
   d. other_____

3. Do you reward students for completed work? yes no
   How?_____

4. What do you think is the main reason for late assignments?
   a. Other activities prevent them from completing assignments.
   b. The homework is too difficult.
   c. They do not feel like completing their homework.
   d. They do not feel they have enough time to finish it.
   e. Lack of parental support

Survey For Fifth Grade Students

Student Survey

1. Do you have a time every day that you do your homework? yes no
   right after school after dinner before bed other

2. How much time do you usually spend doing homework?
   none 10 min. 20 min. 30 min. 40 min. other

3. Where do you do your homework?
   dining room table bedroom in front of the t.v. other

4. Do you have your own desk? yes no

5. Does an adult check to see that your homework is completed? yes no

6. Is there a consequence in your home if your homework is not completed? yes no
   What is the consequence?

7. How do you feel when you do not get your homework done?
   don't care never thought about it disappointed upset

8. How much television do you watch every night?
   1 hour 2 hours 3 hours 4 hours other

9. What sports do you play?

10. Rate on a scale from 1 to 6 what you prefer to do at home. Number 1 is your first choice and number 6 is your last choice.

___Play sports
___Wash dishes
___Watch television
___Do homework
___Clean your room
___Read a book

Survey For Fifth Grade Parents

Parent Survey

1. How do you monitor homework completion?

2. Does your child have a consequence for late assignments?

   No television No phone privilege Stay inside the house other

3. Does your child have a specific place to do his/her homework?

   Bedroom Desk Dining room table other

4. Do you encourage your child to balance homework with extracurricular activities?

Appendix B

Multiple Intelligence Surveys

Checklist for Assessing Students' Multiple Intelligences

Name of Student: _____ _____ _____

Check items that apply:

Linguistic Intelligence

_____ writes better than average for age
_____ spins tall tales or tells jokes and stories
_____ has a good memory for names, places, dates, or trivia
_____ enjoys word games
_____ enjoys reading books
_____ spells words accurately (or if preschool, does developmental spelling that is advanced for age)
_____ appreciates nonsense rhymes, puns, tongue twisters, etc.
_____ enjoys listening to the spoken word (stories, commentary on the radio, talking books, etc.)
_____ has a good vocabulary for age
_____ communicates to others in a highly verbal way

Other Linguistic Strengths:

Logical-Mathematical Intelligence

_____ asks a lot of questions about how things work
_____ computes arithmetic problems in his/her head quickly (or if preschool, math concepts are advanced for age)
_____ enjoys math class (or if preschool, enjoys counting and doing other things with numbers)
_____ finds math computer games interesting (or if no exposure to computers, enjoys other math or counting games)
_____ enjoys playing chess, checkers, or other strategy games (or if preschool, board games requiring counting squares)
_____ enjoys working on logic puzzles or brainteasers (or if preschool, enjoys hearing logical nonsense such as in *Alice's Adventures in Wonderland*)
_____ enjoys putting things in categories or hierarchies
_____ likes to experiment in a way that shows higher order cognitive thinking processes
_____ thinks on a more abstract or conceptual level than peers
_____ has a good sense of cause-effect for age

Other Logical-Mathematical Strengths:

Intrapersonal Intelligence

_____ displays a sense of independence or a strong will
_____ has a realistic sense of his/her strengths and weaknesses
_____ does well when left alone to play or study
_____ marches to the beat of a different drummer in his/her style of living and learning
_____ has an interest or hobby that he/she doesn't talk much about
_____ has a good sense of self-direction
_____ prefers working alone to working with others
_____ accurately expresses how he/she is feeling
_____ is able to learn from his/her failures and successes in life
_____ has high self-esteem.

Other Intrapersonal Strengths:

BEST COPY AVAILABLE

Interpersonal Intelligence

_____ enjoys socializing with peers
_____ seems to be a natural leader
_____ gives advice to friends who have problems
_____ seems to be street-smart
_____ belongs to clubs, committees, or other organizations (or if preschool, seems to be part of a regular social group)
_____ enjoys informally teaching other kids
_____ likes to play games with other kids
_____ has two or more close friends
_____ has a good sense of empathy or concern for others
_____ others seek out his/her company

Other Interpersonal Strengths:

Spatial Intelligence

_____ reports clear visual images
_____ reads maps, charts, and diagrams more easily than text (or if preschool, enjoys looking at more than text)
_____ daydreams more than peers
_____ enjoys art activities
_____ draws figures that are advanced for age
_____ likes to view movies, slides, or other visual presentations
_____ enjoys doing puzzles, mazes, "Where's Waldo?" or similar visual activities
_____ builds interesting three-dimensional constructions for age (e.g., LEGO buildings)
_____ gets more out of pictures than words while reading
_____ doodles on workbooks, worksheets, or other materials

Other Spatial Strengths:

Bodily-Kinesthetic Intelligence

_____ excels in one or more sports (or if preschool, shows physical prowess advanced for age)
_____ moves, twitches, taps, or fidgets while seated for a long time in one spot
_____ cleverly mimics other people's gestures or mannerisms
_____ loves to take things apart and put them back together again
_____ puts his/her hands all over something he/she's just seen
_____ enjoys running, jumping, wrestling, or similar activities (or if older, will show these interests in a more "restrained" way—e.g., punching a friend, running to class, jumping over a chair)
_____ shows skill in a craft (e.g., woodworking, sewing, mechanics) or good fine-motor coordination in other ways
_____ has a dramatic way of expressing herself/himself
_____ reports different physical sensations while thinking or working
_____ enjoys working with clay or other tactile experiences (e.g., fingerpainting)

Other Bodily-Kinesthetic Strengths:

Musical Intelligence

_____ tells you when music sounds off-key or disturbing in some other way
_____ remembers melodies of songs
_____ has a good singing voice
_____ plays a musical instrument or sings in a choir or other group (or if preschool, enjoys playing percussion instruments and/or singing in a group)
_____ has a rhythmic way of speaking and/or moving
_____ unconsciously hums to himself/herself
_____ taps rhythmically on the table or desk as he/she works
_____ sensitive to environmental noises (e.g., rain on the roof)
_____ responds favorably when a piece of music is put on
_____ sings songs that he/she has learned outside of the classroom

Other Musical Strengths:

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Multiple Intelligence Test

This quiz will help you identify your areas of strongest intelligence. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down a "T." If it doesn't, mark an "F." If the statement is sometimes true, sometimes false, leave it blank.

1. _____ I'd rather draw a map than give someone verbal directions.
2. _____ If I am angry or happy, I usually know exactly why.
3. If can play (or used to play) a musical instrument.
4. _____ I can associate music with my moods.
5. _____ I can add or multiply quickly in my head.
6. _____ I can help a friend sort out strong feelings because I successfully deal with similar feelings myself.
7. _____ I like to work with calculators and computers.
8. _____ I pick up new dance steps fast.
9. _____ It's easy for me to say what I think in an argument or debate.
10. _____ I enjoy a good lecture, speech or sermon.
11. _____ I always know north from south no matter where I am.
12. _____ I like to gather together groups of people for parties or special events.
13. _____ Life seems empty without music.
14. _____ I always understand the drawings that come with new gadgets or appliances.
15. _____ I like to work puzzles and play games.
16. _____ Learning to ride a bike (or skates) was easy.
17. _____ I am irritated when I hear an argument or statement that sounds illogical.
18. _____ I can convince other people to follow my plans.
19. _____ My sense of balance and coordination is good.
20. _____ I often see patterns and relationships between numbers faster and easier than others.
21. _____ I enjoy building models (or sculpting).
22. _____ I'm good at finding the fine points of word meanings.
23. _____ I can look at an object one way and see it turned sideways or backwards just as easily.
24. _____ I often connect a piece of music with some event in my life.
25. _____ I like to work with numbers and figures.
26. _____ I like to sit quietly and reflect on my inner feelings.
27. _____ Just looking at shapes of buildings and structures is pleasurable to me.
28. _____ I like to hum, whistle and sing in the shower or when I'm alone.
29. _____ I'm good at athletics.
30. _____ I enjoy writing detailed letters to friends.
31. _____ I'm usually aware of the expression on my face.
32. _____ I'm sensitive to the expressions on other people's faces.

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33._____ I stay "in touch" with my moods. I have no trouble identifying them.
34._____ I am sensitive to the moods of others.
35_____ I have a good sense of what others think of me.

SCORING SHEET

Circle each item which you marked as "True." Add your totals. A total of four in any of the categories indicates strong ability.

	A	B	C	D	E	F	G
	9	5	1	8	3	2	12
	10	7	11	16	4	6	18
	17	15	14	19	13	26	32
	22	20	23	21	24	31	34
	30	25	27	29	28	33	35
Totals							
	___	___	___	___	___	___	___

A=Verbal/Linguistic intelligence

B=Logical/Mathematical intelligence

C=Visual/Spatial intelligence

D=Bodily/Kinesthetic intelligence

E=Musical/Rhythmic intelligence

F=Intrapersonal intelligence

G=Interpersonal intelligence

Appendix C

Appointment Sheet

Appointment Sheet

1:00

2:00

3:00

4:00

5:00

6:00

7:00

8:00

9:00

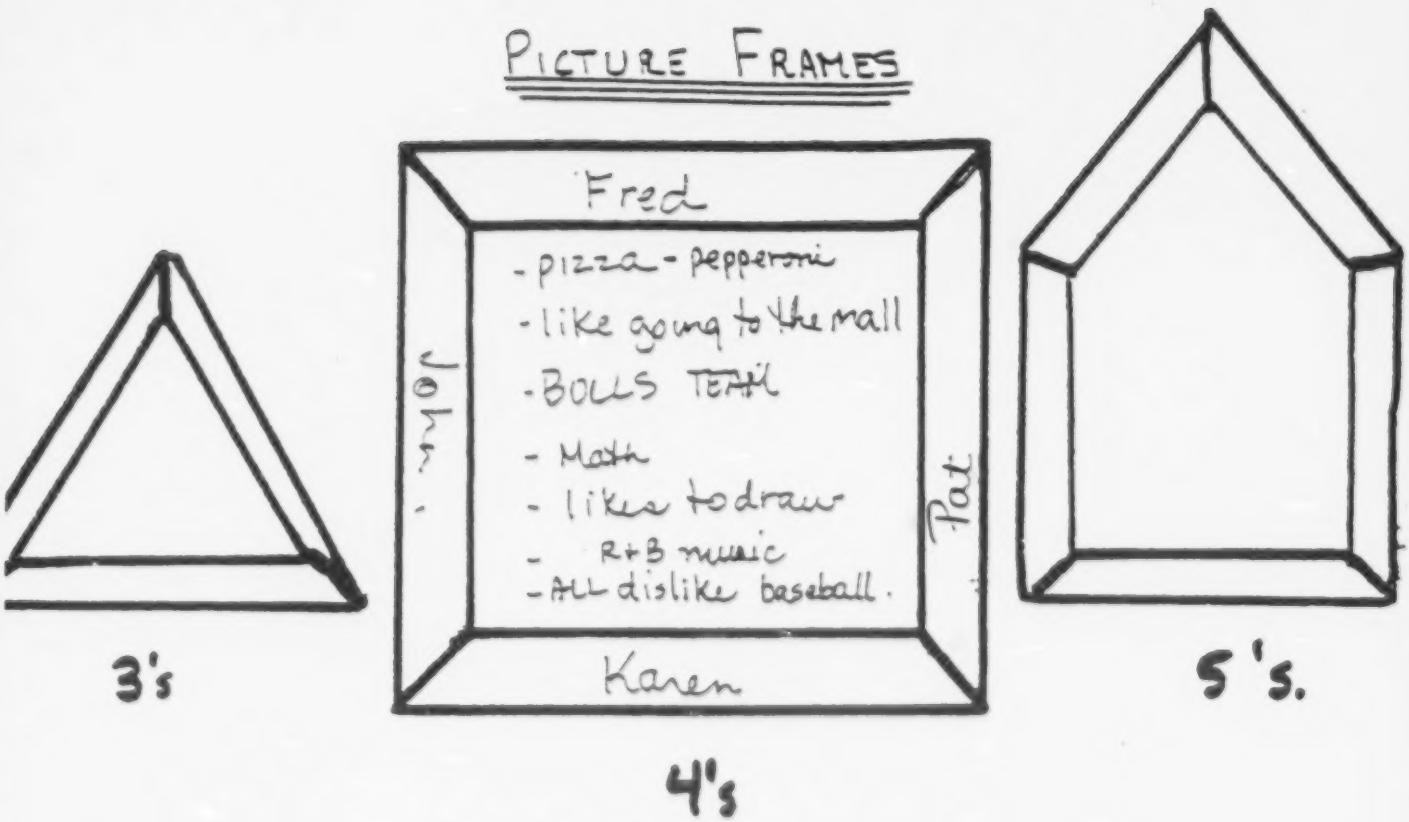
10:00

11:00

12:00

Appendix D

Cooperation Frame



This activity helps the students to find commonalities among each other.

Combine 2 interview pairs into a group of 4. (OPTIONAL 3's or 5's)

Each group needs a large piece of newsprint and markers.

Each student's name is placed in the frame.

5-10 common interests are placed in the center. Give 5-10 mins.)

BRAINSTORM COMMON INTEREST AREAS ON THE BOARD WITH TOTAL CLASS.

After 5-10 common interests are found have group make up a name for their group and a logo (based on commonalities) - PLACE ON NEWSPRINT.

EACH GROUP SHARES THEIR FRAME WITH THE REST OF THE CLASS.

AFTER EACH GROUP PRESENTS PLACE FRAME ON WALLS AROUND THE ROOM FOR ALL TO SEE.

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Appendix E

Cooperation Lesson Plans

COOPERATIVE LESSON DESIGN

SUBJECT Math

GRADE LEVEL 5

TASK ASSIGNMENT Students will work together to correctly demonstrate proper identification of a place value chart.

ACADEMIC OBJECTIVE:
To show, read, and write decimal numbers using tenths, hundredths, and thousandths.

COOPERATIVE OBJECTIVE:
Groups of three work together to demonstrate knowledge of decimals and create charts to represent them.

DECISIONS

Group Size: 3

Getting into Groups: Using laminated cards with shapes.

STRATEGY/ACTIVITY

Students make manipulatives and display them in correct order on charts.

MATERIALS

2 (10x10) grid (per student)
Crayons
1 sheet of construction paper per group
Notebook paper

Build In High-Order Thinking	Unite Teams	Insure Individual Learning	Look Over & Discuss	Develop Social Skills
Graphic Organizer - Using a place value chart to arrange manipulatives in the correct order. Metacognition - The students make a transfer from hearing the decimal and seeing it on the board when they actually make it themselves. It finally makes sense why a tenth is larger than a thousandth.	Shared materials Students are sharing their manipulatives to produce a correct answer. Consensus - They are all working together to get one answer that they all must agree on.	Assigned Roles- Each person has a role that they must perform in this activity. The roles they used were recorder, checker and encourager. Signature I agree - Each student signs their name showing they agree and understand the answer.	Individual transfer on application Students took a five problem quiz at the end of the period. Students discussed and compared answers. There were no grades.	Affirm and encourage - Students encouraged each other throughout the activity. This encouraging was not just limited to the person with this job.

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COOPERATIVE LESSON DESIGN

SUBJECT Social Studies

GRADE LEVEL 5

TASK ASSIGNMENT Each group will complete a chart identifying the four explorers.

ACADEMIC OBJECTIVE:
Students will identify who the four explorers are and what area they conquered and explored.

COOPERATIVE OBJECTIVE:
Groups of four work together to find facts about explorers and chart them on newsprint.

DECISIONS

Group Size: 4

Getting into Groups:
Puzzle pieces

STRATEGY/ACTIVITY

Students will expert jigsaw in order to complete a chart on newsprint.

MATERIALS

Notebook paper and pencil
Newsprint
Markers

Build in High-Order Thinking	Unite Teams	Insure Individual Learning	Look Over & Discuss	Develop Social Skills
Graphic Organizer - Students write facts they learn about each explorer on the newsprint chart. Each student is responsible for contributing a fact for each explorer.	Bonus - Students earn bonus points if and when they use cooperative skills. A student observer will fill out the observation checklist. Every three good behaviors earns one point.	Expert jigsaw - Base groups of four divide work. Once in expert group they decide what is important about the explorer and how they will present it to their group. The expert returns to base group and teaches about his explorer.	Individual transfer/application- Each student signs on the paper next to the idea he contributed.	Encourage others - Students will encourage each other after making a contribution for the chart. Consensus - Students must agree that the contribution is a fact.

Cooperative Group Evaluation Forms

TEAMWORK

A. Process the following as a group.

1. Did our group get together quietly? _____
   Comment: _____
2. Did all the members stay with the group? _____
   Comment: _____
3. Did all members use 6" voices? _____
   Comment: _____
4. Did all members feel listened to? _____
   Comment: _____
5. Did all members feel that they had a chance to share their ideas with the group? _____
   Comment: _____
6. Was praising used by each member? _____
   Comment: _____
7. Were there any put-downs? _____
   Comment: _____

B. As a team member, sign your name by your role indicating that you agree with the above.

1. Reader _____
2. Recorder _____
3. Checker _____
4. Encourager _____

• TITLE: Labeling

Learner Outcome: *The student will discuss labels sometimes given to people and the harm they can cause.*

Teaching Procedure/ Student Activities:

A. Discussion

1. Ask the students:
   a) "Have you ever been afraid to answer a question because you might have the wrong answer and someone might say you are dumb?"
   b) "Do you avoid participating in a sport you're not very good at because you might get labeled as a klutz?"
   c) "What are some other labels people might acquire?" (E.g.: brain, teacher's pet, wimp, jerk, cool, snob, etc.)
   d) "Is it easy to get rid of a label once it's been given to you?"
   e) "How do others treat you when you are labeled as 'smart,' 'cool,' 'nerd,' etc.?"
   f) "Can adults also be labeled?"

2. Continue, "Let's suppose a new student is just entering our classroom. He is very tall and thin. He's wearing a suit and tie and carrying a briefcase."

   Ask:
   a) "What is your impression of him?"
   b) "What label would you give him?"
   c) "Would you choose him for your friend?" (Say, "It's too bad if you don't, because he's a musician in an up-and-coming rock group!") Continue, "Sometimes the labels we are given are so strong that we might start to act like our label. We may tell ourselves that if people treat us this way, we must be this kind of person." Ask: "Can you think of an example of this?"

B. Activity

1. Wearing Labels
   Make labels depicting common stereotypes and the typical reactions of others to that label. (See below for more suggestions.) Each person in a circle is given a label. (Note: Give some thought to the roles you assign specific students. For example, do not give the "nerd" label to a student who is often ridiculed or rejected by others.) Tape the labels on plastic sunglasses or baseball caps and place on students' heads. The people wearing the labels

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TITLE: Labeling (continued)

should be able to read each other's labels. They are to react to that person according to the directions written on each label. No one should know what their own label reads, so caution the group not to read anyone's label aloud. Give the group a task: (For example, plan a class trip or give another appropriate situation.)

Suggestions for labels:
LONER - Ignore this person
BRAIN - Put this person down
CLOWN - Laugh at what this person says or does
LEADER - Let this person know that you are listening
COOL - Agree with everything this person says
NERD - Make fun of this person and what he/she says

2. Give the group about five minutes to role-play. Follow-up: Ask each member to share how people treated him/her. Ask, "How did you feel? What do you think your label is?"

3. Be sure to de-role students from their assigned roles. Students can be quite affected by this exercise. Some students might experience a grandiosity about themselves as a result of being assigned a role with positive connotations and some students might be "stuck" with the bad connotations their role was given. Tell the students as they return to their desks following this role-play, "Thank you for participating and being such good sports. The class joins me in seeing you as the capable and lovable person you really are and not as the role you just played for us."

C. Discussion

1. Ask the students:
   a) "What did you learn from this activity?"
   b) "How does it feel to be labeled?"
   c) "Did you notice how people sometimes acted out the label even when they didn't know what it was?" (They were responding to others' behavior towards them.)
   d) "How do labels affect someone's self-esteem?"
   e) "How do labels affect someone's willingness to try new things, reach out to new people?"

2. Conclude for the students, "Even the positive labels had an affect on the person who felt pressured to say the right thing to maintain the label, (e.g. the "cool" person and the "leader.")

3. Ask: "What does this lesson have to do with Drug Abuse Prevention?"

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TITLE: Labeling (continued)

D. **Follow-Up Activity: Labeling Activity Sheet** (attached)

1. Distribute the activity sheet and once completed, ask the students to share their sheets. This can be done anonymously (collect the sheets and present the results to the class). The teacher may also spend some time giving positive reinforcement to students who see themselves with negative labels; this should be done in private.

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LABELING ACTIVITY SHEET

Sometimes we contribute to our own labels by our behavior. If we don't like our label, how could we change our behavior to change our label?

I think other people see me as...

I would like to be seen as...

How could I change my behavior to change my label?

1.

2.

3.

Do I have a different label at home than I do at school? What is it?

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Appendix H

Class Meeting Recording Sheet

Class Meetings

Date:

Members Attended:

1. 2.

3. 4.

5. 6.

Items of Discussion:

Solutions:

Appendix I

Daily Assignment Sheet

Week of _____ - _____, 199

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Math					
Reading					
English					
Spelling					
Social Studies					
Science/Health					
Handwriting					
Other					
Parent Comments					

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Appendix J

T-Chart

Looks Like	Sounds Like

Student of the Week Sheet

Student of the Week

My Family

Food & Drinks

Pets...

Favorite Sport's Team...

My Favorite Quote...

A Funny Moment...

Hobbies/Sports...

Goals...

I want to be a when I grow up.

Appendix L

Student Exhibit Form

Student Exhibition

Subject:

Student's Name:

3 Interseting Things That I Learned:

1.

2.

3.

What I REALLY liked _

_

You did a GREAT job_

Appendix M

Rubric

Group #
Topic:
Members:

Knowledge of material	5	4	3	2	1
Equal opportunity for all	5	4	3	2	1
Costumes	5	4	3	2	1
Props	5	4	3	2	1
Teamwork	5	4	3	2	1
Transition	5	4	3	2	1
Expression	5	4	3	2	1
Volume	5	4	3	2	1

5= Excellent
4= Very Good
3= Good
2= Weak
1= Poor

Comments:

Appendix N

Student Observation Checklist

BEHAVIOR OBSERVATION CHECKLIST

Teacher:_____ Date:_____

Ratings:
✓ = Frequently
+ = Sometimes
O = Not Yet

NAMES OF STUDENTS (CODED)	Raises hand	Participates in cooperative group discussion	Volunteers in large group setting	Homework completed	Assignment book completed	COMMENTS
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
1.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
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30.						
31.						
32.						
3.						
34.						

84